ED 374 117 SP 035 456

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TITLE The New Teacher Education Program at the University of Wyoming. Final Evaluation Report.
INSTITUTION Wyoming Univ., Laramie. Coll. of Education.
PUB DATE 30 Jun 94
NOTE 276p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS Educational Change; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; Higher Education; *Integrated Curriculum; Mentors; *Program Attitudes; Program Design; Program Evaluation; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS Context Input Process Product Evaluation Model; *Preservice Teachers; University of Wyoming

ABSTRACT

A new teacher education program implemented at the University of Wyoming in the Fall of 1992, made radical changes in the preexisting program. To take the place of student teaching, the program involves students in field experiences in schools participating as Wyoming Centers for Teaching and Learning. In the Fall of 1993 an in-house formative evaluation of the program was conducted to: (1) examine feedback about how the program was developing as it proceeded from initial implementation toward full implementation over the first few years; (2) provide stakeholders with the opportunity to express their ideas and concerns about the new program; and (3) to build an evaluation component into the teacher education program. The CIPP model was used for a formative evaluation; primary emphases were placed on the input and process parts of the model. Evaluation questions were developed based on individual interviews, focus group interviews, questionnaires, and program documents collected from stakeholders. The report is organized as follows: an evaluation summary; evaluation questions; summary of results; and a summary of questionnaire results. The main body of the document provides detailed survey results on 11 topics which are presented for the College of Education faculty, education students, mentor teachers, and clinical faculty for the Fall 1993 and Spring 1994 semesters. (LL)

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ED 374 117

THE NEW TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF WYOMING

FINAL EVALUATION REPORT

June 30, 1994

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SUMMARY OF EVALUATION REPORT

A new teacher education program at the University of Wyoming has been in the planning stages since 1989; implementation began in the Fall of 1992. The program made radical changes to the preexisting program. Many classes in the foundations of education and methods of instruction were combined and integrated into five courses: EDUC 2000, Phase I; EDUC 3000, Phase II; EDUC 4000, Phase IIIa, General Methods; and EDUC 4250, Phase IIIa, Specific Methods; and EDUC 4740, Phase IIIc, Professional Perspectives. In its present form the program requires at least 4 semesters to complete, though a student who stays in her initial cohort would require 5 semesters. The program involves students in field experiences in schools participating as Wyoming Centers for Teaching and Learning initially in Phase I and increasingly in Phases II, Phase IIIa, and Phase IIIb/c, the residency, which takes the place of student teaching.

In the Fall 1992, the first cohort (Cycle A) of students entered Phase I of the program and completed Phase II in Spring, 1994. The second cohort (Cycle B) began Phase I in Spring, 1993. They took Phase II in Spring, 1994, and should complete Phase III in Spring, 1995. The third cohort (Cycle C) began Phase I in Fall, 1993, are scheduled to take Phase II in Fall, 1994, and to complete Phase III in Fall, 1995. The fourth cohort (Cycle D) began Phase I in Spring, 1994, are scheduled to take Phase II in Spring, 1995, and to complete Phase III in Spring, 1996.

Program Evaluation

In the Fall of 1993 an in-house formative evaluation of the program was initiated under the direction of the Dean of the College of Education and the Associate Dean for Undergraduate Studies. Dr. Alan Moore, of the Division of Leadership and Human Development was appointed to coordinate this one-year evaluation project. Assisting in the evaluation were Mr. Jacque Leighty and Mr. Gary Fertig, graduate assistants.

The evaluation was conducted for three main reasons.

1. There was a need by the College of Education to include systematic feedback about how the program was developing, as it proceeded from its initial implementation toward its full implementation over the first few years. This was to provide information for decision makers to use as the program was modified.

2. Stakeholders in the evaluation needed to be provided the opportunity to express their ideas and concerns about the new program.

3. An evaluation component needed to be built into the teacher education program so that it could continue to be sensitive to its outcomes and improve over time.

The CIPP model of Stufflebeam was used as a general model in designing and carrying out the evaluation. This model was chosen because of the primarily formative evaluation needs of the new program. "Fundamentally, the use of the CIPP Model is intended to promote growth and to help the responsible leadership and staff of an institution systematically to obtain and use feedback so as to excel in meeting important needs, or, at least, to do the best they can with the available resources." (Stufflebeam, 1983, in Madaus, et al., p. 118). The primary emphases for this evaluation were on the input and process parts of the model. This evaluation should serve to set the stage for evaluation with more emphasis on products, which would involve outside evaluators as well as internal evaluators.

During Fall, 1993, the evaluation coordinators engaged in planning, clarifying evaluation questions, collecting and analyzing data, preparing brief written and oral progress reports, and preparing and disseminating the Preliminary Evaluation Report. This report and an executive summary of it were completed and presented on January 31, 1994. Copies of these were distributed to decision makers in the College of Education, and were made available to the general public through Coe Library and the Learning Resource Center at the University of Wyoming. The report is currently available through the Dean's Office, College of Education, University of Wyoming, Laramie, Wyoming 82071.

During Spring, 1994, surveys of University faculty, CTL mentor teachers, clinical faculty, and students involved in the program were prepared. These were administered during April and early May, 1994.

Methods of data collection included interviews with individuals and groups in person and by telephone, written questionnaires administered both in person and by mail, analysis of program documents, and observations in classes and at meetings.

EVALUATION QUESTIONS

Evaluation questions were developed based on individual interviews, focus group interviews, questionnaires, and program documents collected during September and October, 1993 from College of Education faculty, mentor teachers, CTL administrators, education students, education graduate students, and University administrators. The 236 separate questions raised by these stakeholders were assigned to categories by theme. From these, 131 questions were extracted which represent each of 47 question categories. Not all questions were addressed during the evaluation of 1993-1994. The following were the questions addressed in this evaluation:

Input evaluation questions

1. What are the costs to students in terms transportation, housing, and effect on student employment?

Process evaluation questions

2. Is the model of the "new program" (i.e., "teacher as reflective decision-maker") being realized?

3. What experiences seem particularly effective / ineffective for students in achieving outcomes of Phase X? Does the portfolio function as intended?

4. In what ways should the content, structure, sequence, and articulation, of Phases I, II, and III be changed?

5. What parts of the cohort concept are working well and what needs to be modified?

6. How can communication between university methods teachers and CTL teachers be improved?

7. How have student enrollment patterns changed as a result of the program?
   a. number of students
   b. number of majors
   c. credit hour generation
   d. demographic profile of majors
   e. double majors, endorsements

f. part-time, non-traditional, athletes, minorities, single parents, married students
g. time in major

8. How well is student advising working?

9. What are students' experiences related to integration of the new program and the rest of their university experiences in areas such as a) classes outside the College of Education, b) extracurricular activities, c) student employment?

Product evaluation questions

10. What impact does the program have on University Faculty members? To what extent are people outside their areas of expertise/interest?

11. What impact does the program have on teachers in partnership districts?

SUMMARY OF RESULTS

A summary of results to date is reported here. Every attempt has been made to objectively summarize and condense the responses and comments of UW faculty, CTL mentor teachers, Clinical Faculty, Phase I, II, IIIa, and IIIc students who were active in the Phase program during Fall, 1993, and Spring, 1994. The reader is strongly encouraged to read both the Preliminary Evaluation Report and the full Evaluation Report, which contains more detailed questionnaire results, statistical summaries, and direct quotes from those surveyed. The summary necessarily lacks much of the impact that direct quotes of respondents provide. Even greater detail is contained in Appendix A, the actual questionnaires, and Appendix B, the verbatim comments of respondents in both full reports.

1. What are the costs to students in terms of effect on student employment, and costs of transportation, and housing costs?

Fall, 1993 Phase I Students

A clear consensus existed among Fall '93 Phase I students that participation in the new undergraduate program imposes a financial burden which the campus-based program did not. Only 12% of the respondents--including several assigned to WCTL-L-- did not agree. Transfer students and degree holders attempting to complete the requirements for licensure form a well-defined special interest group on this point.

Most of the difficulties the students cited were anticipated, rather than actual. Regarding their own costs during Phase I, most agreed that so far this was not a problem. But, the anxiety level is high, even among Phase I students, who tend to focus on three main prospective costs: a) the cost of an extended program, which will take at least 5 years to complete, b) many students who find part-time employment not only desirable, but necessary, have found it difficult to keep their jobs during Phase semester, and c) direct out-of-pocket expenses associated with travel and lodging make the new program more difficult to finance than the old one.

Spring, 1994 Phase I Students

Fifty-eight percent of respondents in Cycle D expressed the opinion that the Phase program would be more difficult for them to finance than the old program would have been. Many students for whom the added expenses incurred in Phase I had posed no serious problems expressed apprehension over the prospect of major burdens associated with succeeding Phases.

A new area of concern centered on the additional costs of a five-year baccalaureate program. Some recipients of scholarships awarded them as outstanding students by the College of Education pointed out that this financial support would be withdrawn after four years, even though the new program is not designed to be completed in that time.

Spring, 1994 Phase II Students

There were very strong statements from Phase II students that adding an extra year to the program was a serious financial burden, particularly in light of the fact that scholarships are for only four years.

Fall, 1993 Phase IIIa Students

Roughly 70 percent of Phase IIIa students believed that the new program cost more than the old one did, and that they had not yet identified the additional financial resources which would offset the higher costs. Program requirements of various kinds entailing greater costs, in money and in time, than students expected seem to be the sharpest focal point of a sense of grievance.

The requirements of more advanced Phases can be especially hard on a) married students and parents, b) out-of-state students who not only pay higher tuition, but are often especially hard hit by costs of lodging away from Laramie, and c) independent students who have similar problems, whether they come from Wyoming or not.

Then there are the substantial costs of pursuing an extended degree program, which entails both further educational expenses and an additional period during which the student suffers a loss of income. A few Cycle A students, having spent more than they had expected to, expressed concern over meeting upcoming expenses of student teaching.

Students were nearly unanimous in their appreciation of the Phase program's incorporation of training activities in CTL classrooms, but even those who were in a position to bear the additional expenses associated with travel and who felt no great urgency to complete their training and enter the work force resented what they interpreted as demands being imposed on them without so much as consultation, let alone consent.

2. Is the model of the "new program" (i.e., "teacher as reflective decision-maker") being realized?

Fall, 1993 UW Faculty

At the end of Fall, 1993, UW Faculty were divided in their perception of whether the Phase program, as currently implemented, embodied well the College vision of a renewed teacher education program. Nearly equal numbers of faculty respondents agreed as disagreed that it did. Several faculty wrote that changes are necessary before the program embodies the vision of faculty.

UW Faculty neither strongly agree nor strongly disagree with whether the theme, "teacher as decision-maker was an effective organizing principle for students. Comments indicated that the theme is supported, in theory, by faculty, but they felt it was not emphasized or well articulated, often because of lack of time.

Spring, 1994 UW Faculty

In Spring, UW faculty generally agreed that the Phase program, as currently implemented, embodies well their vision of a renewed teacher education program. Comments emphasized that a strength of the program was getting students into the schools earlier. There were concerns that some logistical problems still needed solution, that increased communication among UW faculty and mentor teachers was needed, and fear that some of the proposed changes would not reflect the vision of a renewed program.

Fall, 1993 Mentor Teachers

Most mentor teachers agreed that the major theme of the new program, "teacher as reflective decision-maker," provided an effective organizing principle for their UW students. In contrast, several CTL faculty commented that they found this theme to have little practical value as an organizing principle for their UW students.

Spring, 1994 Phase II Mentor Teachers

Most Phase II mentor teachers agreed that the three themes of Phase II provided an effective organizing framework for their student. However, a number of them expressed confusion over the relationship among "themes," "processes," "outcomes," and "documentations." Some mentor teachers were unaware of the themes. Others were aware that themes existed for Phase II, but were not sure what purpose they served. According to 11 mentor teacher comments, the three themes of Phase II were not generally understood or systematically used by mentor teachers and UW students as an organizing framework or to plan and coordinate learning activities.

Spring, 1994 Phase IIIb Mentor Teachers

Most of the Phase IIIb teachers responding to the survey agreed that the three fluid periods of "guided teaching," independent teaching," and "teaming" provided an effective organizing framework for their Phase IIIb student.

3. What experiences seem particularly effective / ineffective for students in achieving outcomes of Phase X? Does the portfolio function as intended?

Fall, 1993 UW Faculty

Experiences which were seen by UW faculty to be most effective for students in achieving expected outcomes were involvement in classrooms, observing, and teaching in the schools. Although faculty were divided on whether course activities enabled their students to achieve the expected outcomes for their phase, slightly more agreed that they had. Of the only 5 faculty commenting on this item, the consensus among them was that their course activities did help students achieve outcomes, though time was short for Phase IIIa. Comments reflect that the workload is seen as appropriate for all except Phase IIIa, specific methods for elementary education students.

Better coordination, co-planning, and communication between methods professors and CTL mentor teachers were seen to be the most important modifications to make in assignments and experiences for students. Comments clarify that on-campus and field experiences were not well-coordinated in Phase IIIa.

Although faculty were divided in whether or not they felt satisfied with the amount and quality of evaluative feedback provided by CTL faculty and mentor teachers, a slight majority felt dissatisfied. In comments, several reported that there was little evaluative feedback provided by the teachers in the field.

UW faculty were nearly evenly distributed in their perception of the effectiveness of student portfolios as effective training experiences. Faculty feel the portfolio is playing little role in the program. It was not used in Phase IIIa by many of the instructors. The definition and role of the portfolio are unclear.

Spring, 1994 UW Faculty

In Spring, 1994 Faculty, the predominantly mentioned effective experience was that in the school in actual teaching, and visits structured around themes, such as cooperative learning or equity. Assignments that "make them think like a teacher" were seen to be particularly effective. Two faculty members felt the development of an interview portfolio for Phase IIIc brought the program together for many students. Several comments suggested a reduction in either the number of outcomes or the number of credit hours would improve the program.

Most faculty strongly agreed that the development of professional portfolios by students had enhanced the effectiveness of their training experiences. In contrast, comments from two faculty members cautioned that the portfolios were not really professional portfolios and contained little original thinking.

Fall, 1993 Mentor Teachers

A large majority of partnership teachers believed that CTL activities helped their university students to achieve the expected outcomes for their phase. To the extent CTL faculty were unsure about expected outcomes, they were also unsure about how well specific activities helped students achieve those outcomes. Several comments indicated that they were not aware of many Phase outcomes in advance of what students told them was expected upon arrival at their CTL sites. However, even in these instances many CTL faculty believed they were able to provide meaningful activities that helped UW students achieve the outcomes for their Phase.

Giving UW students the experience of applying in the classroom what had been taught at the university was considered valuable by CTL faculty. Planning lessons, teaching them, assessing students' work, and subsequently evaluating the effectiveness of that lesson for the purpose of making modifications was also mentioned as an effective experiences for UW students in achieving expected Phase outcomes.

CTL faculty suggestions for improvement included the following: a) there is a need to coordinate assignments for the university students with the curriculum that teachers are responsible for delivering in the CTLs, b) "integrated units" are great in theory but often create unrealistic teaching expectations for mentor teachers and their UW students, c) more efficient planning and communication between UW professors and mentor teachers is needed so that each party knows in advance of cohort visits what the UW students are to accomplish in the classroom; the "assignment sheets" given to Phase IIIa students prior to each CTL visit were mentioned as being quite helpful in this regard, more time for mentor teachers and UW students to "reflect" together about lessons taught would be helpful in clarifying the relationship between experiences in the classroom and Phase outcomes.

Some mentor teachers believed a lack of communication was to blame for the poor timing of many on-campus assignments. Others believed UW students were being assigned too much unnecessary "busy work," while others remarked that many of the on-campus assignments were "out of tune with reality in the classroom."

Spring, 1994 Phase II Mentor Teachers

Many of the comments made by the 35 Phase II mentor teachers who responded to this question reflected their overwhelmingly positive reaction to the four-week block of time students spent in their classrooms during Phase II. Experiences in the classroom specifically mentioned as being effective for UW students in achieving the expected outcomes for Phase II included working with small and large groups of students, teaching units and doing demonstrations, using hands-on learning activities, and accompanying their mentor teachers to faculty meetings.

In general, UW students were said to develop as teachers by virtue of experiences gained in the areas of classroom management, short and long-term lesson planning, and assessing the progress of pupils.

One teacher remarked that it was not appropriate for the Phase students to teach lessons using the lesson plans of their mentor teachers. The lesson plans of experienced teachers are the product of years of development and familiarity with the curriculum content. In addition, Phase students needed opportunities to develop their own lesson plans, with guidance from the mentor teacher.

Several mentor teachers were concerned that students were being held responsible for too many assignments during Phase II, that many of these assignments were not suited in either method or content to the prevailing curriculum, and that greater emphasis should have been placed on students' involvement in smaller tasks, such as playground duty, settling disputes between students, or accompanying the class to music and/or PE. Several mentor teachers felt the Community Profile assignment required too much of the Phase students' time, time which could have been better utilized in their respective classrooms.

Phase II mentor teachers were divided over whether developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The design and purpose of the professional portfolio was not clear to a majority of the 14 mentor teachers who commented on this question. Other teachers described the portfolio process as "busy work" for UW students that took too much time. There were no positive comments about the professional portfolio nor was there any acknowledgment of the portfolio as something that UW students should be developing throughout their Phase experiences.

Spring, 1994 Phase IIIb Mentor Teachers

Most Phase IIIb mentor teachers responding to the survey did not believe developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The two mentor teachers who commented on this item were not aware of the professional portfolio or its purpose.

Implementing classroom management, planning and teaching lessons, using the mentor teacher as a role model, and working with students with a wide range of abilities were all mentioned as effective experiences for students in achieving the expected outcomes for Phase IIIb.

Of the 9 Phase IIIb mentor teachers who offered suggestions for modification, most believed that a closer coordination of assignments between UW and the school district would better meet the needs of Phase students and the school districts' students. Assignments from UW were often criticized as being "vague" or "not in tune with the realities of the classroom". Having UW faculty visit the CTL classrooms was mentioned as a good way to make university assignments more relevant to the students in the various

school districts and classrooms. Mentor teachers requested more responsibility for assigning tasks to UW students, thereby reducing the amount of "busy work" assigned by UW Professors.

Fall, 1993 Phase I Students

A large majority found opportunities to observe pupils and teachers in natural classroom settings as an indispensable part of their Phase I training. Behaviors most frequently observed were instructional methods, classroom management, and informal social interaction. Many respondents wrote that informal conferences with mentors, in which a broad range of professional and personal topics were discussed, had been especially valuable to them. Several also cited the teaching of minilessons and other direct interactions with pupils as exciting and inspirational learning experiences. Structured interviews with administrators, and workshops conducted on site by clinical faculty and administrative personnel were valuable. Observations of various student services facilities or programs (e.g., resource rooms, Ex-Dropout Recovery) had been highlights of their first semester's work in their CTL schools.

Phase I students generally agreed that their campus-based work had been valuable, though they did not feel as strongly about it as they did about their CTL activities. Most seemed to find their library assignments valuable, and many commented that they look forward to continuing to develop professional portfolios. Some workshops and lectures were given highly favorable comments; others were roundly condemned. A pattern of resistance to the number of observation assignments emerged.

Even at this early stage in their training, many students find the development of a portfolio valuable and inherently rewarding. Even students who had doubts about the value of their own portfolios recognized the potential benefits of compiling one. Some students who did not find compiling a portfolio especially useful expressed a desire for clearer definitions and more assertive guidance from instructors.

More than 70% of students surveyed agreed that their classwork and learning activities had enabled them to achieve course outcomes at levels they themselves found acceptable. A few students, in different cohorts and different areas of concentration, complained that although they thought they had met the outcomes acceptably, the outcomes themselves failed to represent an acceptable range of cognitive levels.

Apparently there was significant variation in approaches to the outcomes taken in different cohorts, with some emphasizing reading and writing, while others laid emphasis on other types of activities. Informal exchanges with Phase students over the course of the Fall semester suggest that some tend to interpret different approaches to meeting the outcomes as inconsistency within the program, and to see these as further evidence of an inequity founded on differential burdens of time and expense arising from assignment to CTL's nearer to or farther from Laramie.

Spring, 1994 Phase I Students

Cycle D Phase I students expressed an even higher level of satisfaction with on-campus activities in their cohorts than those in Cycle C, though nothing like the strong consensus in support of CTL work emerged in either group. Students found much to praise in their first semester of work in the campus-based component of the Phase program. Among activities mentioned as valuable were papers, lectures, and class discussions. Several respondents believed that too much emphasis was placed on writing as a means of giving evidence of the achievement of objectives.

More than one student felt fairly strongly that their work on campus had failed to rise to the level of effectiveness they had experienced in CTL's. Some argued that course content should be changed to emphasize obviously practical material. Related comments contained requests for more work, and more substantial intellectual challenges.

Results on a scaled item suggest that students in Cycle D considered portfolio development a valuable activity, though they may not have been quite as enthusiastic about it as their predecessors in Cycle C. While it was not uncommon for the fall's students to attack the very idea of assembling a public school teacher's portfolio, such remarks were entirely absent in the spring. Negative comments dealt only with respondents' apprehension that their efforts to prepare professional portfolios were not receiving the necessary guidance and support from university faculty.

Spring, 1994 Phase II Students

Several students commented that great differences in the expectations of different Phase II instructors was a problem. They suggested that "all cohort groups should cover the same material and have the same assignments." Many who commented expressed the view that writing papers on top of working in the schools every day for 4 weeks was an excessive work load. Most of those commenting found portfolios to be useless busy work though a few found them to be helpful in seeing how they were developing as teachers.

Fall, 1993 Phase IIIa Students

Activities in the CTL's were valuable to virtually all students, both in General and in Specific Pedagogy. Eighty-five percent of the respondents submitted strongly positive written responses to the question regarding "particularly valuable" activities in the CTL. In general, Phase IIIa students felt that the teaching they had received in their mentor teachers' schools had been so valuable that they wished the UW faculty members responsible for assessing their achievement had known more about it. All students who continued their studies in Education up to this point greatly enjoyed being in schools.

Widespread criticism focused on the nature and extent of CTL activities required by UW faculty. In reporting the effectiveness of their experiences with public school personnel and pupils, students often condemned what they perceived as a disjuncture between campus and CTL activities. They felt that the assignments intended to inform their observations on site rarely enhanced their experiences, and frequently interfered with them.

Most respondents, regardless of their areas of concentration, found that coordination of activities was a feature of instruction which required more attention in Phase IIIa. Students in Phase IIIa felt strongly that communication between UW faculty and mentor teachers, stood in great need of improvement. This theme persisted in responses to questions throughout the survey. Students ascribed a wide range of problems to what they perceived as inadequate cooperation, both among UW instructors and between campus and school officials, in the planning, implementation, and evaluation of learning activities in their course.

Among the students who distinguished between their experiences in General and Specific Pedagogy 60% reported that unrewarding experiences had predominated in on-campus work. Responses on the related open-ended questions suggest that the experiences of Elementary Education majors in Specific Methods were so radically different from the experiences of students in more conventional content-area courses that, for purposes of these questions, at least, the two groups constituted separate populations.

Some students in Elementary Education found their Specific Methods activities valuable, and although they were aware that their experiences were not typical, they made a point of putting in a good word for them. Secondary Education majors tended to make invidious comparisons between the instruction they received in their specific content areas, and the activities of their General Pedagogy cohorts.

Some students identified attempts to comply with University Studies Writing requirements as factors undermining the effectiveness of instruction in Phase courses. Difficulties in organizing and conducting meaningful writing activities may have contributed to the load of "busy work" so odious to so many Phase students.

Those who offered constructive suggestions placed great emphasis on the value of classroom experiences in the CTL's, and recommended that UW faculty extend more authority, responsibility, and courtesy to their mentor-teacher partners.

Thirty-six percent of respondents found their work on portfolios useful while twenty-six percent strongly disagreed with the proposition. Fall's Phase I students were much more enthusiastic about this characteristic feature of the new undergraduate program than were seniors. Several students asserted that their disillusionment with their portfolios arose from the frustration they felt over being called upon to document Phase III outcomes which they had failed to achieve. Despite the difficulties encountered by the pioneers at each stage of Cycle A, several respondents identified portfolios as integral parts of a program they were finding valuable.

4. In what ways should the content, structure, articulation, and sequence of Phases I, II, and III be changed?

Fall, 1993 UW Faculty

UW Faculty reported that there is actually little stability in cohort groups and there is no consensus that it is a positive experience for students. There were suggestions that the cohort experience should include a greater variety of experiences.

Although faculty were divided on whether they thought the Phase program has clear, relevant performances standards for students, slightly more agreed that it did than disagreed. In contrast, the majority of the 8 faculty commenting on this issue see the performance standards as vague, trivial, or excessively wordy. Most of those responding felt the program as currently configured does not provide for the delivery of important content. There is a concern that the program lacks sufficient substance. There may be too many standards and too many are judged by writing tasks.

Faculty were nearly evenly distributed in their perception of the effectiveness of student portfolios as effective training experiences. Faculty feel the portfolio is playing little role in the program. It was not used in Phase IIIa by many of the instructors. The definition and role of the portfolio are unclear.

Except for 2 faculty responding, the consensus is that mentor teachers were not involved enough in the planning and assessment of student learning. More to the point, there is a need for advance communication and establishment of a common understanding of what curriculum and methods should be experienced by students. Better coordination, co-planning, and communication between methods professors and CTL mentor teachers would were seen to be the most important modifications to make in assignments and experiences for students.

Although faculty were divided in whether or not they felt satisfied with the amount and quality of evaluative feedback provided by CTL faculty and mentor teachers, a slight majority felt dissatisfied. In comments, several reported that there was little evaluative feedback provided by the teachers in the field.

The plan to use 3- or 4-member teams in elementary Phase IIIa was seen as a change which would help. Other suggestions included a) securing more faculty, b) assigning a secretary to each phase team, c) combining general and specific methods, and d) using field representatives.

A common suggestion to relieve the pressure on students during fieldwork was to make the earlier experiences closer to Laramie - either in Laramie during early summer, or using WCTL-L, Laramie, and Cheyenne exclusively for Phase I and II. Other ideas were to make participation in the program voluntary, and to make better use of simulations, videos, compressed video for observation.

Spring, 1994 UW Faculty

Most faculty agreed that assignment of students to stable cohort groups enhanced students' training. In comments some faculty clarified that cohorts were not really "stable," and that cohorts can become a "club" which excludes everyone else -- faculty, teachers, and other students. When cohorts are working well they are seen to be very effective in promoting learning.

Most faculty agreed that the program has clear, relevant performance standards for students. In comments, some suggested that some need revision to make them clearer and more relevant. The difference between "awareness" and "mastery" in the outcomes needs clarification.

Most faculty strongly agreed that the development of professional portfolios by students had enhanced the effectiveness of their training experiences. Comments from two faculty members cautioned that the portfolios were not really professional portfolios and contained little original thinking.

Most of those who commented felt that the program does provide a vehicle for the delivery of important content, although a sizable number felt this was not the strength of the program, because class time was too short.

Fall, 1993 Mentor Teachers

A slight majority of CTL respondents thought the new program had clear, relevant performance standards for students. But among those adding comments, a majority felt performance standards were never made clear to CTL faculty. UW students were reportedly confused by standards characterized as "vague," "incomplete," or which changing relative to different expectations from UW professors.

There was disagreement among mentor teachers about whether their students' on-campus work had been well-coordinated with their experiences in the field. Teachers were nearly evenly divided concerning this item. Some believed a lack of communication was to blame for the poor timing of many on-campus assignments. Others believed UW students were being assigned too much unnecessary "busy work," while others remarked that many of the on-campus assignments were "out of tune with reality in the classroom."

Several comments clarified that UW students were not in their CTL classrooms long enough at any one time. Larger blocks of time were requested for this purpose. Friday afternoons were mentioned as being a poor time for UW students to be in the classroom. Others said that the timing of UW assignments was disruptive to their regular classroom activities.

Although a majority of mentor teacher thought that UW instructors requested an adequate amount of assessment and evaluative feedback on our students' work, up to 33% did not feel this was true. The perception among several who wrote comments was that UW instructors requested very little to no assessment or evaluative feedback from CTL faculty.

CTL faculty suggestions included the following: a) there is a need to coordinate assignments for the university students with the curriculum that teachers are responsible for delivering in the CTLs, b) "integrated units" are great in theory but often create unrealistic teaching expectations for mentor teachers and their UW students, c) more efficient planning and communication between UW professors and mentor

teachers is needed so that each party knows in advance of cohort visits what the UW students are to accomplish in the classroom; the "assignment sheets" given to Phase IIIa students prior to each CTL visit were mentioned as being quite helpful in this regard.

CTL faculty pointed out that the Specific Methods portion of Phase IIIa was not well coordinated with various classroom curricula and suggested: a) that fewer methods professors be assigned, and b) that methods professors visit the CTL sites as part of an effort to improve communication with mentor teachers and as means for understanding what kinds of assignments might be most relevant for UW students in particular classroom settings.

Suggestions for reducing academic, social, or financial hardships of students included a) honoring students' requests for cohort assignments at locations where they have friends and/or family they could stay with, b) restructuring CTL experiences into blocks of time appeared to work well, as in Phase II, c) create a fund of some sort to help UW students pay for the added expenses these hardships involve.

CTL faculty expressed confusion over the learning goals for UW students that were being assessed. A lack of communication existed between university professors and CTL faculty and, in many cases, CTL faculty were not asked for any input concerning an assessment of their UW students' work. Some suggestions were a) to make mentor teacher full partners in the process of assessing UW students, b) mentor teachers and professors should plan together what the student is to accomplish on any given visit, and c) generally more frequent communication is needed in the early stages of each Phase.

Spring, 1994 Phase II Mentor Teachers

Most Phase II mentor teachers agreed that assignment of students into cohort groups appears to have enhanced their training. Most of the 12 comments reflected the view that cohort groups did function to enhance the training of UW students. Several teachers expressed concerns that the cohort concept could be counterproductive if students did not get along well with fellow cohort members, or cohort members kept to themselves as much as possible, thus inhibiting UW students from blending in with faculty at the CTL sites.

Phase II mentor teachers were divided over whether developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The design and purpose of the professional portfolio was not clear to a majority of the 14 mentor teachers who commented on this question. Other teachers described the portfolio process as "busy work" for UW students that took too much time. There were no positive comments about the professional portfolio nor was there any acknowledgment of the portfolio as something that UW students should be developing throughout their Phase experiences.

Several mentor teachers felt the Community Profile assignment required too much of the Phase students' time, time which could have been better utilized in their respective classrooms.

Phase II mentor teachers strongly agreed that having a UW student for a four-week block of time was preferable to a series of shorter visits. They were overwhelmingly in favor of the four-week block of time. Many felt that this was the "best idea of the Phase Program." Generally speaking, the teachers viewed the four-week block of time as beneficial because it provided the sustained exposure necessary for mentor teachers, UW students, and public-school students to develop relationships in the classroom.

A majority of Phase II mentor teachers felt that CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase II. However, in comments, several teachers stated that they were never asked to participate in the planning of activities and evaluation procedures. One teacher requested guidelines concerning the mentor's role in evaluating UW students.

Spring, 1994 Phase IIIb Mentor Teachers

Most Phase IIIb mentor teachers responding to the survey did not believe developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The two mentor teachers who commented on this item were not aware of the professional portfolio or its purpose.

Almost all Phase IIIb mentor teachers responding to the survey agreed that the scheduled 12-week full-time residency for their Phase IIIb student fit their school schedule well. One teacher requested that Phase students begin their full-time residency when the public schools resume instruction after Christmas; that is, during Phase IIIb, UW students should come and go according to the school district calendar and not UW's schedule. Another mentor teacher suggested that a 16-week residency would be more effective than the current 12-week residency.

Spring, 1994 Clinical Faculty

Clinical faculty were asked what parts of the cohort concept are working well and what needs to be modified. Clinical faculty in towns with large cohort groups found it difficult to organize activities. They saw little cohesion among the students in large cohort groups. Smaller cohort groups "bonded" to a greater degree than larger cohort groups, thus allowing members to provide one another with emotional and professional support.

Fall, 1993 Phase I Students

Some felt their visits to CTL's had not been adequately planned and prepared for in advance, and it is common to hear students in all phases express a desire to see CTL personnel more effectively integrated into the planning, instruction, and evaluation of their cohorts' work.

While 30% of respondents have not had problems with schedule conflicts between required undergraduate work in Education and content-area courses in other colleges, 60% have. Outside classes most frequently mentioned as conflicting with the Phase schedule included offerings in Math, Sciences, and foreign languages. The major factor, in Phase I, appears to have been the pre-emption of Friday coursework outside the College. Upperclassmen and post-baccalaureate students were most intensely frustrated with these conflicts.

Spring, 1994 Phase I Students

Blocking Phase classes on Thursdays and Fridays created schedule conflicts with other courses for some. Several respondents believed that too much emphasis was placed on writing as a means of giving evidence of the achievement of objectives.

A well-established theme of dissatisfaction with the uncertainty of program design ran through comments from students in all demographic categories.

Several comments designated advising as an area calling for serious attention, and a source of considerable anxiety and resentment. Some commentators perceived a connection between changes being made in program design and the difficulties so widely experienced by students in the area of advising. There was a sense that stabilizing program structure would permit a desirable degree of flexibility notably absent to date.

Scheduling problems arising from the Thursday/Friday blocked hours occasioned a broad pattern of comments. As in the Fall, students in some subject areas experienced serious interference with course selection during a Phase semester.

Spring, 1994 Phase II Students

Several students commented that great differences in the expectations of different Phase II instructors was a problem. They suggested that "all cohort groups should cover the same material and have the same assignments."

Many who commented expressed the view that writing papers on top of working in the schools every day for 4 weeks was an excessive work load. Although some felt the outcomes were clear, several thought the outcomes should be rewritten to make them clearer and less complex.

Most of those commented found portfolios to be useless busy work though a few found them to be helpful in seeing how they were developing as teachers. Several commented that they wished there had been greater preparation in working with exceptional children in the classroom, with discipline and mainstreaming.

Eight out of the ten students who commented reported that they had experienced schedule conflicts between Phase II and their content courses outside the College of Education.

Fall, 1993 Phase IIIa Students

Most respondents, regardless of their areas of concentration, found that coordination of activities was a feature of instruction which required more attention in Phase IIIa. A significant pattern of constructive criticism suggests the desirability of including CTL personnel more actively in the planning and evaluation of student activities in Phase IIIa.

Fewer than a quarter of the students who responded felt that their workload in Phase IIIa had **not** been excessive. Nearly twice that many strongly agreed with the proposition. At least at the level of student perceptions, this was a problem area.

Some students identified attempts to comply with University Studies Writing requirements as factors undermining the effectiveness of instruction in Phase courses. Difficulties in organizing and conducting meaningful writing activities may have contributed to the load of "busy work" so odious to so many Phase students.

Written comments indicated that Secondary Education majors tended to have greater problems with schedule conflicts than did Elementary Education majors.

5. What parts of the cohort concept are working well and what needs to be modified?

Fall, 1993 UW Faculty

In Fall, 1993, most faculty did not feel that the assignment of students in the Phase program to stable cohort groups appears to have enhanced their training. They report that there is actually little stability in cohort groups and there is no consensus that it is a positive experience for students. There are suggestions that the cohort experience should include a greater variety of experiences.

Spring, 1994 UW Faculty

Faculty surveyed in Spring, 1994 agreed that assignment of students to stable cohort groups did enhance students' training. In comments some faculty clarified that cohorts were not really "stable," and

that cohorts can become a "club" which excludes everyone else -- faculty, teachers, and other students. When cohorts are working well they are seen to be very effective in promoting learning.

Fall, 1993 Mentor Teachers

A large majority of mentor teachers agreed or strongly agreed that assignment of students in the Phase program to stable cohort groups appeared to have enhanced their training. Their added comments reflected two views: a) cohort groups helped UW students by serving as a source of emotional support and as a forum in which they felt comfortable discussing their teaching experiences, or b) cohort affiliations were too cohesive and this prevented UW students from "blending into the on-site faculty". In a few instances, it was noted that UW students did not appear to "fit in well" with their fellow UW cohort-group members.

Spring, 1994 Phase II Mentor Teachers

Most Phase II mentor teachers agreed that assignment of students into cohort groups appears to have enhanced their training. Most of the 12 comments reflected the view that cohort groups did function to enhance the training of UW students. Several teachers expressed concerns that the cohort concept could be counterproductive if students did not get along well with fellow cohort members, or cohort members kept to themselves as much as possible, thus inhibiting UW students from blending in with faculty at the CTL sites.

Spring, 1994 Clinical Faculty

Of the 10 CTL faculty who commented, most voiced concerns about the process of placing university students with mentor teachers. They fear that if there are too many cohort groups at a time they will run out of mentors and teachers willing to be observed. CTL faculty requested information about students needing placement in a more timely fashion.

Clinical faculty were asked what parts of the cohort concept are working well and what needs to be modified. Clinical faculty in towns with large cohort groups found it difficult to organize activities. They saw little cohesion among the students in large cohort groups. Smaller cohort groups "bonded" to a greater degree than larger cohort groups, thus allowing members to provide one another with emotional and professional support.

Clinical faculty believed that if cohort membership continues to increase in the future, more time will be needed for mentor teachers, college students, and UW faculty to meet in person for the purpose of coordinating activities. Also, monetary compensation for mentor teachers will eventually become necessary to ensure their participation in the Phase program.

Fall, 1993 Phase I Students

Apparently there was significant variation in approaches to the outcomes taken in different cohorts, with some emphasizing reading and writing, while others laid emphasis on other types of activities. Informal exchanges with Phase students over the course of the Fall semester suggest that some tend to interpret different approaches to meeting the outcomes as inconsistency within the program, and to see these as further evidence of an inequity founded on differential burdens of time and expense arising from assignment to CTL's nearer to or farther from Laramie.

The program's emphasis on group work in stable cohorts may be having the effect of making the problems of any class of students--such as single parents and other "non-traditionals," or second-bachelor's and licensure-only candidates--common problems for all in the program. While this may be

a strength of the new program, it places a premium on effective communication between College personnel and students. Structural problems which are not promptly identified and resolved may become the basis of a generalized sense of disempowerment and neglect, or, in extreme cases, even of abuse.

Spring, 1994 Phase II Students

Several students commented that great differences in the expectations of different Phase II instructors was a problem. They suggested that "all cohort groups should cover the same material and have the same assignments."

6. How can communication between university methods teachers and CTL teachers be improved?

Fall, 1993 UW Faculty

Faculty were sharply and evenly divided on whether CTL faculty and mentor teachers had participated effectively in the planning of activities in the phase in which they worked. In comments, a range of experiences was reported. Some felt communication and planning was good, others thought it poor. The lack of communication in Phase IIIa was mentioned by many. Better coordination, co-planning, and communication between methods professors and CTL mentor teachers were seen to be the most important modifications to make in assignments and experiences for students.

Spring, 1994 UW Faculty

Again, in Spring, 1994, faculty were nearly evenly divided on whether their students' on-campus work was well-coordinated with their field experiences. In contrast, there was strong agreement that CTL faculty and mentor teachers had participated effectively in the planning of activities. There were comments that mentor teachers were superb cooperative colleagues. Most faculty were satisfied with the amount and quality of evaluative feedback provided by CTL faculty and mentor teachers.

Fall, 1993 Mentor Teachers

There was disagreement among mentor teachers about whether their students' on-campus work had been well-coordinated with their experiences in the field. Teachers were nearly evenly divided concerning this item. Some believed a lack of communication was to blame for the poor timing of many on-campus assignments.

CTL faculty suggestions included the following: a) there is a need to coordinate assignments for the university students with the curriculum that teachers are responsible for delivering in the CTLs, b) more efficient planning and communication between UW professors and mentor teachers is needed so that each party knows in advance of cohort visits what the UW students are to accomplish in the classroom; the "assignment sheets" given to Phase IIIa students prior to each CTL visit were mentioned as being quite helpful in this regard.

Some CTL faculty pointed out that the Specific Methods portion of Phase IIIa was not well coordinated with various classroom curricula and suggested: a) that fewer methods professors be assigned, b) that methods professors visit the CTL sites as part of an effort to improve communication with mentor teachers and as means for understanding what kinds of assignments might be most relevant for UW students in particular classroom settings, and c) make mentor teacher full partners in the process of assessing UW students, d) that mentor teachers and professors should plan together what the student is to accomplish on any given visit.

UW Faculty were asked if their partners in the schools and classrooms where students worked were appropriately involved in the planning and assessment of their students' learning. Also, if they believed there is room for improvement in this area, what measures might be implemented to strengthen the partnership? Most comments expressed the opinion that there was appropriate involvement of the mentor teachers in planning and assessment of students. Several faculty suggested that there is still a need for greater planning together and training before working in a given phase of the program.

Spring, 1994 Phase II Mentor Teachers

Most Phase II mentor teachers believed their student's on-campus work was well coordinated with his/her experience in the field. In comments, mentor teachers expressed the desire to communicate more actively with the university to coordinate on-campus work with UW students' expectations in the field. Some expressed frustration over the fact that they often had to find out what was expected of them by UW faculty through their UW Phase students rather than directly from UW faculty.

To make more effective use of instructional and support personnel, many of the mentor teachers suggested setting up a series of meetings in the field for clinical faculty, mentor teachers, and UW faculty. These meetings would facilitate communication and help to clarify future roles and expectations. Specific suggestions included allowing students to change mentor teachers after two weeks and having UW faculty provide seminars to teachers in the school districts.

Spring, 1994 Phase IIIb Mentor Teachers

Among the suggestions of mentor teachers to strengthen the partnership were that more meetings with and without CTL students should be scheduled, and that actual UW observations of the CTL would be helpful. Mentor teachers requested more opportunities to plan and assess their students' learning in concert with UW faculty as a means to strengthen the partnership.

Spring, 1994 Clinical Faculty

Clinical faculty suggested several mechanisms for improving communication among university methods teachers, the clinical faculty, and mentor teachers: face-to-face meetings, holding workshops, having lunch together, arranging conferences, and sharing written outlines of course activities and goals.

Fall, 1993 Phase I Students

The fact that communication between UW faculty and mentor teachers was never mentioned as an issue by Phase I students may indicate that this is not perceived as a problem. It may be that this communication is effective and not problematic.

Spring, 1994 Phase II Students

Several students wrote that communication between the CTL and the university could be improved. There apparently were incidents where the CTL's did not know students were coming.

Fall, 1993 Phase IIIa Students

Students in Phase IIIa felt strongly that communication between UW faculty and CTL personnel, particularly mentor teachers, stood in great need of improvement. This theme persisted in responses to questions throughout the survey. Students ascribed a wide range of problems to what they perceived as inadequate cooperation, both among UW instructors and between campus and school officials, in the planning, implementation, and evaluation of learning activities in their course.

7. How have student enrollment patterns changed as a result of the program?

- **a. number of students**
- **b. number of majors**
- **c. credit hour generation**
- **d. demographic profile of majors**
- **e. double majors, endorsements**
- **f. part-time, non-traditional, athletes, minorities, single parents, married students**
- **g. time in major**

Though a profile of the current students in the Phase program is included below, we do not yet have a comparable profile of students prior to the new program or students currently finishing under the old program.

Fall, 1993 Phase I Students

The profile of students in Phase I, Fall, 1993, follows. Seventy-five percent are female, 88% are Caucasian, the median age is 20-21. Although some 20% of the 69 students surveyed in Phase I were married, only 10% reported that dependents were presently living with them. A large majority of participants meet the profile of the "traditional" college student.

Students had completed an estimated median of 19 hours in education, 14 hours outside education, and a total of 51 total hours, estimated separately by students. More than 1/3 of these students had transferred from a community college or other college or university. Five respondents indicated that they had already earned a bachelor's degree; two of these also reported having earned M.S. degrees.

A majority of the students were preparing for early childhood and elementary education although at least 30% were preparing to teach at the middle school, junior high or high school level.

Spring, 1994 Phase I Students

The profile of students in Phase I, Cycle D follows. Seventy-one percent were female; all but two were Caucasian. The median age of the group as a whole was 20-21, with 20% reporting ages older than 23, qualifying them as "non-traditional" in that respect. Another important index of non-traditional status, family formation, yielded a similar profile: Roughly 13% were married, and the same number--including some unmarried students--reported having dependents living with them.

The typical student estimated that she had completed something under 20 hours of coursework in education, and roughly twice that many credit-hours outside the College of Education. Some 60% of these students had taken all their classes at UW; about half of the remaining group, or 20% had transferred in from a community college. Three had earned AA degrees before entering the Phase program; 5 already held bachelor's degrees. No respondents in the spring cohorts reported holding advanced degrees.

More than half of those who had declared an area of concentration were preparing to teach at the elementary or early childhood levels. About one third were pursuing majors in content areas. Four of the 59 reported a dominant interest in Special Education.

Phase IIIa Students

The profile of students in Phase IIIa, Fall, 1993, follows. Seventy-one percent were female, 91% were Caucasian, the median age was 22-23. Although some 18% of the 55 students surveyed in Phase III were married, only 9% reported that dependents were presently living with them. A large majority of participants met the profile of the "traditional" college student.

Students had completed an estimated median of 47 hours in education, 62 hours outside education, and a total of 114 total hours, estimated separately by students. Nearly half (47%) of these students had transferred from a community college or other college or university. No respondents indicated that they had already earned a bachelor's degree or higher.

A large majority of the students were preparing for early childhood and elementary education with no more than 13% preparing for teaching at grade seven or above.

8. How well is student advising working?

Fall, 1993 UW Faculty

There is a strong concern among UW faculty that students may not be receiving effective advising. Comments reflect lack of faculty knowledge concerning advising. Some feel that advising is inconsistent and that, in particular, Phase IIIa students during Fall, 1993 semester were misadvised.

Spring, 1994 UW Faculty

Though faculty are divided on whether they believe students are receiving effective advising, a majority responded that they did not. The changes and transitions in Room 100 were listed as reasons for advising problems.

Fall, 1993 Phase I Students

Other colleges failed to block courses needed by Education majors, creating insoluble problems for many Phase students. An unresponsiveness to scheduling problems of this sort was noted by a number of respondents, who tended to infer from their experience that scheduling and advisement were low priorities in the new program. Several students, commenting on conflicts within the College, were less inclined to attribute scheduling problems to the apparent indifference of College personnel than to administrative incompetence. Upperclassmen and post-baccalaureate students were most intensely frustrated with these conflicts.

Spring, 1994 Phase I Students

A well-established theme of dissatisfaction with the uncertainty of program design ran through comments from students in all demographic categories. Several comments designated advising as an area calling for serious attention, and a source of considerable anxiety and resentment.

Some commentators perceived a connection between changes being made in program design and the difficulties so widely experienced by students in the area of advising. There was a sense that stabilizing program structure would permit a desirable degree of flexibility notably absent to date.

9. What are students' experiences related to integration of the new program and the rest of their university experiences in areas such as a) classes outside the College of Education, b) extracurricular activities, c) student employment.

Fall, 1993 Phase I Students

While 30% of respondents have not had problems with schedule conflicts between required undergraduate work in Education and content-area courses in other colleges, 60% have. Outside classes most frequently mentioned as conflicting with the Phase schedule included offerings in Math, Sciences, and foreign languages. The major factor, in Phase I, appears to have been the pre-emption of Friday coursework outside the College. Other colleges failed to block courses needed by Education majors, creating insoluble problems for many Phase students.

Although students were far more likely to agree strongly than to disagree strongly that the program conflicted with extracurricular or co-curricular activities, the division of opinion was remarkably even in Phase I. By far the most frequently cited non-academic conflict was with employment. By far the greatest cause of anxiety, however, was apprehension over the prospective interference which students feared they would encounter during later phases of their programs.

Spring, 1994 Phase I Students

Scheduling problems arising from the Thursday/Friday blocked hours occasioned a broad pattern of comments. As in the Fall, students in some subject areas experienced serious interference with course selection during a Phase semester.

Phase I students appeared content with the degree to which their CTL activities are aligned with formal studies on campus. The factor of long-distance travel, mentioned as an overall design flaw by several students in Cycle C, was not an issue for students in Cycle D.

Only about a quarter of the respondents disagreed in any degree with assertion that Phase I did not cause course conflicts, while nearly two-thirds agreed or strongly agreed with it. Even in Phase I, schedule conflicts with content-area courses were perceived as a major problem.

Well over half of Cycle D's Phase I students reported having experienced no significant conflict between their teacher training and their pursuit of a well-rounded education. Some of these commented that they had avoided such conflicts by heeding the advice of their counselors in the College of Education not to schedule any activities which would conflict with their blocked work in courses.

Not more than 20% of Phase I students responding to the poll agreed to any extent that the program had interfered with their personal or social life. For students in Cycle D, this area of concern appears to have presented no significant problems during their underclass years.

Spring, 1994 Phase II Students

Eight out of the ten students who commented reported that they had experienced schedule conflicts between Phase II and their content courses outside the College of Education. Many of the few who commented found the program conflicted with their ability to keep a part-time job.

Fall, 1993 Phase IIIa Students

Written comments indicated that Secondary Education majors tended to have greater problems with schedule conflicts than did Elementary Education majors.

Eighty percent of Phase IIIa students felt that program requirements had conflicted with their desires to participate in broadly educational activities in voluntary associations. Only 11 students reported no significant conflict between their Phase commitments and campus activities traditionally understood as rounding out the college experience. Several others accounted for a lack of conflict by explaining that they had relinquished college life outside the classroom.

Over 60 percent of students in Phase IIIa believed that disruptions of personal or social life which they attributed to their participation in the new undergraduate program might have been avoidable. Students generally agreed that the workload had made it impossible for them to experience what they regarded as a "normal" undergraduate education, but they reacted to this condition differently. Some considered it a legitimate cost of pursuing superior technical training. Some non-traditional students regretted the extent to which their undergraduate studies had interfered with what they regarded as family obligations.

10. What impact does the program have on University Faculty members? To what extent are people outside their areas of expertise/interest?

Fall, 1993 UW Faculty

Faculty were evenly divided on whether their undergraduate teaching assignments in the Phase program were well aligned with their areas of professional specialization. Of the only 6 faculty who commented on this item, most felt that their specialized professional knowledge was not used in the program.

There was sharp division among the faculty about whether they felt their time, as a human resource available to the College of Education, was well used in the Phase program. All but one faculty member adding a comment felt their time was not well used. The comments of these were generally that the amount of time spent in meetings was excessive or that the program required too much time.

The majority of faculty felt that their actual instructional efforts are not fairly represented in the faculty workload formula. Most comments expressed the view that the amount of time spent was excessive in relation to the faculty workload formula.

Although 3 faculty disagree, a large majority felt their instructional responsibilities had drawn them out of their fields of major interest into areas where I feel they felt less well qualified. But of the only 5 who commented on this item, the consensus was that being drawn out of their major field was not necessarily a negative, and even a benefit for some.

A majority of faculty felt that their experiences in the CTL had contributed significantly to their professional growth. Of the 7 faculty adding a comment to this item only 2 thought it had not contributed to professional growth. Most felt it had contributed, even that this was the best part of the program.

A majority of faculty expect to participate in the Phase program in future years in roles similar to those they have played that semester. However, the bulk of those commenting expressed reluctance to continue but felt some lack of choice.

Spring, 1994 UW Faculty

Faculty in Spring, 1994, were also divided on whether their undergraduate teaching assignments in the Phase program was been well aligned with their areas of professional specialization. About half the faculty agreed and half disagreed. One comment clarified that the teaching assignment was certainly in a comfortable area even it if was outside his or her specialized area.

Faculty are nearly evenly divided on whether they feel their time, as a human resource available to the College of Education, was well used in the Phase program.

UW faculty strongly agreed that their experiences in the CTL had contributed significantly to their professional growth.

Though most agreed that their actual instructional efforts were fairly represented in the faculty workload formula, reservations were expressed in several comments. There was concern that travel time was under-represented, and that an overload was accepted in doing Phases IIIb and IIIc. One faculty member believed the proposed reduction in Phase I credit hours would create an overload, unless expectations were reduced as well.

Faculty were asked if they have found their work in the Phase program professionally and/or personally rewarding. Almost every response to this question was extremely positive. Faculty felt that the program allowed them to promote and see growth in students, to provide them with critical skills need to effectively evaluate their school visits. They believe their students are self-motivated, responsible, and actively involved in their learning. Several reported seeing the schools and the relationship between school and the University "with new eyes."

11. What impact does the program have on teachers in partnership districts?

Fall, 1993 Mentor Teachers

A slight majority of mentor teachers felt that the university and the school district had provided adequate training and support for mentor teachers, but a sizable minority disagreed. Concern over a general lack of training was expressed by some CTL faculty.

A majority of mentor teachers felt their time, as a resource made available to teacher education, had been well used in the Phase program, but several comments indicated that they were frustrated by the amount of time used to facilitate UW students' completion of on-campus assignments.

Partnership teachers were neutral concerning whether their instructional efforts in UW's Phase program had been appropriately recognized and compensated by the school district. Nine CTL faculty felt they had received little or no recognition or compensation. Money, tuition waivers, and release time were suggested as possible ways to provide adequate compensation.

A large majority of CTL faculty reported that their experiences with UW faculty and students in the Phase program had contributed significantly to their professional growth. Mentor teachers said they enjoyed having the UW students in their classrooms, they learned from their students as well as teaching them, that the Phase program had opened a new channel of communication between the schools and the university, and that working with the UW students encouraged mentor teachers to reflect on their own classroom teaching methods and assumptions about how children learn.

Spring, 1994 Phase II Mentor Teachers

A large majority of Phase II mentor teachers agreed or strongly agreed that their experiences with UW faculty and students in the Phase program had contributed significantly to their professional growth. The Phase II students were appreciated by the majority of their mentor teachers for the enthusiasm and new ideas they brought to the classroom. Several mentor teachers found that working with Phase students encouraged them to reflect on their own theories of education and teaching practices.

Phase II mentor teachers were asked if they had found their work in the new program professionally and/or personally rewarding. A clear majority of the 33 Phase II mentor teachers responding this question stated that they found the new program to be professionally and personally rewarding. A common theme throughout the comments was that having an enthusiastic Phase student contributed significantly to a more positive classroom environment for both the mentor teachers and their students.

The Phase II students were appreciated by the majority of their mentor teachers for the enthusiasm and new ideas they brought to the classroom. Several mentor teachers found that working with Phase students encouraged them to reflect on their own theories of education and teaching practices.

Spring, 1994 Phase IIIb Mentor Teachers

Most Phase IIIb teachers responding to the survey believed their experiences with UW faculty and students in the Phase Program contributed significantly to their professional growth.

Phase IIIb mentor teacher were asked if they found their work in the new program professionally and/or personally rewarding. Comments to this question represented a wide range of reactions on the part of mentor teachers to having Phase students in their classrooms. Mentor teachers stated that, in many cases, their Phase students were highly motivated individuals who reduced the total amount of work for their mentor teachers. In other cases, mentor teachers reported that the presence of Phase students in their classrooms hindered classroom routines and increased mentor teacher stress levels.

Spring, 1994 Clinical Faculty

Clinical faculty were asked what impact their district's participation in the Wyoming Teacher Education Program has had on teachers in their district. Clinical faculty characterized the impact of their districts' participation in the Phase program on classroom teachers in terms of the enjoyment of working with college students, the enthusiasm many Phase students contribute to their CTL sites, and the infusion of new ideas and perspectives on teaching.

Clinical faculty were asked what impact their district's participation in the Wyoming Teacher Education Program has had on their school and district. A few clinical faculty viewed the Phase program as providing the school districts with a potential source of new teachers who could be hired after completing their student teaching. Some believed that the Phase program conferred a certain amount of prestige on participating schools. Others mentioned the benefits of having UW personnel visit the CTL sites where they could provide inservices, workshops, or seminars to district personnel.

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COMPLETE EVALUATION QUESTIONS

Evaluation questions were developed based on individual interviews, focus group interviews, questionnaires, and program documents, collected during September and October, 1993 from College of Education faculty, CTL teachers, CTL administrators, education students, education graduate students, and University administrators. The 236 separate questions raised by these stakeholders were assigned to categories by theme. From these, 131 questions were extracted which represent each of 47 question categories. Although all question categories are listed here, not all questions were addressed during the evaluation of 1993-1994. Those questions in **boldfaced** type are addressed in this report.

Input evaluation questions

Costs and Funding for the College

1. What are the past, current, and projected future costs of the program?

Resources - Faculty

2. What are the faculty resource needs of the new program and do we have sufficient faculty to meet these needs?

Quality of College of Education faculty

3. Do our faculty have sufficient knowledge and experience to deliver the program? How can we help our own faculty to acquire these skills?

Faculty - Specialists vs. Generalists

4. What should we do about the issue of whether to hire specialists or generalists?

Design - Internship

5. How can internship experienced be designed to better articulate with the rest of the university, with public schools, and with students' lives?

Resources - CTLs

6. Have resources been adequate in identifying and rewarding well-trained mentor teachers?

Incentives for CTLs

7. What incentives are there for CTL people's commitment over the long term?

Quality of CTL Faculty

8. What qualifications have been established for mentor teachers and how do we ensure that students are placed with quality master teachers?

Student costs

9. **What are the costs to students in terms of effect on student employment, and costs of transportation, and housing costs?**

Student Time

10. How do we address the problem of the time required to complete the program?

Travel and Housing Off Campus Expenses

11. How can the awkward logistics of travel and housing be handled?

Process evaluation questions

Vision

12. **Is the model of the "new program" (i.e., "teacher as reflective decision-maker") being realized?**

Design - Relationship to past

13. To what extent have we carried forward what we have learned from previous experimental programs into the new program?

Quality

14. To what extent does the program academically isolate education students by using blocked course with only education majors, science and math courses only for educators? How do we justify almost no upper division requirements in the "Area of Concentration." The only upper division requirements are in education. To what extent does the program meet the state standards?

Design - Program Administration

15. Have we made the organizational changes necessary to support the new teacher education program?

Curriculum

16. **What experiences seem particularly effective / ineffective for students in achieving outcomes of Phase X? Does the portfolio function as intended?**

Design - Changing content of Phases

17. **In what ways should the content, structure, articulation, and sequence of Phases I, II, and III be changed?**

Outcomes - how do we measure them?

18. Do we have an adequate system in place for evaluating alternative ways of meeting Phase competencies other than by "seat time" in the Phase courses?

Quality - student screening

19. Do we have in place a process to screen student applicants, and to monitor mastery of outcomes in progressing through the program?

Design - Adding new courses

20. Is the program philosophy subverted when we add courses like World Literature and a Math III course to the program in order to comply with University Studies requirements?

Design of Off Campus Experiences

21. What benefits and disadvantages have been observed from the practice of placing all students in a single cohort in one building, as opposed to placing them in several buildings?

Design of Cohorts

22. **What parts of the cohort concept are working well and what needs to be modified?**

Integration of Faculty and Curriculum

23. How do we deal with the problem that although the syllabus for Phase III emphasizes integration of curriculum, there are 7 separate methods teachers with separate agendas.

Role of CTL teachers

24. What is the best use of clinical faculty in the Phase program?

Communication between the COE and CTLs

25. How can communication between university methods teachers and CTL teachers be improved.

Common Language for Professional Practice between University and School

26. How can we resolve academic and philosophical differences between the University faculty and the mentor teachers?

Design - Other

27. How can we implement adaptations which will preserve the goals and principles of the new program while bringing it into line with the resources available to the college and the university, students, and cooperating agencies? How can we develop special emphases based on student level (Early Childhood, Middle School) or other factors while meeting the basic outcomes?

Student Enrollment Patterns

28. **How have student enrollment patterns changed as a result of the program?**
    - **a. number of students**
    - **b. number of majors**
    - **c. credit hour generation**
    - **d. demographic profile of majors**
    - **e. double majors, endorsements**

f. part-time, non-traditional, athletes, minorities, single parents, married students
g. time in major

Alternative Tracks for Students

29. How can we develop alternative "tracks" for non-traditional students and students who transfer into education from other majors, rather than dealing with students on an ad hoc basis?

Students Who Declare a Major Later

30. What are we doing/not doing to address students who came to us with degree in hand? How many students will we lose from elementary education because they have not declared their major as freshmen? Do we want to exclude those who declare later or change majors?

University Studies

31. What is the effect of the Phase program on the general, liberal education of students in it? How can we coordinate the new teacher education programs, especially the elementary education program, with the University Studies Program?

Student Advising

32. How well is student advising working?

Effect on Student Lives

33. What are students' experiences related to integration of the new program and the rest of their university experiences in areas such as a) classes outside the College of Education, b) extracurricular activities, c) student employment.

Students - Other

34. How are the cohorts dealing with a student whose teaching area either isn't in or isn't strong in the cohort's district--e.g., AgEd or For. Lang.?

Community Colleges

35. How well is the program integrated with programs in the community colleges?

Perceptions of the Program

36. How is the program perceived by students, UW faculty outside the College of Education, school administrators, other states and NCATE? How effective/ineffective has our publicity been?

Input from stakeholders

37. What do important stakeholders have to say, such as, a) UW faculty and clinical faculty in/out of Phase participation, b) students who are in, expect to be in the Phase course, and from students who've opted out, and c) various campus groups, for example student affairs, athletics, the College of Arts and Science.

Evaluation

38. How will this evaluation present a fair comparison between the new program and the old?

Product evaluation questions

Outcomes - knowledge and skills

39. To what extent does the new program impart knowledge and skills mandated by the Wyoming Program Approval Standards and NCATE?

Outcomes - better teachers

40. To what degree are new program graduates better prepared to teach (from the perspectives of students, partnership members, employers, etc.)?

Outcomes - stronger academic background

41. Is the goal of strengthening the academic background of teachers being accomplished by the program?

Effects on Faculty

42. **What impact does the program have on University Faculty members? To what extent are people outside their areas of expertise/interest?**

Effects of Program on Teachers

43. **What impact does the program have on teachers in partnership districts?**

Outcomes - Other

44. What things have happened as a result of new alliances growing out of the Phase program? What were important unintended outcomes for students participating in Phase X?

Effects of Program on Collaboration between University and Schools

45. Do participants in the program--UW faculty, CTL staff, teacher candidates, public school students--perceive any significant changes in the relationships between the university and the public schools participating in the program?

Effects of Program on Restructuring Schools

46. What new, different, changed relationships have occurred among faculty/staff within a school & school district?

Graduate Programs

47. What effect does the program have on graduate programs in the college, in terms of faculty, money, other resources?

SUMMARY OF QUESTIONNAIRE RESULTS

Fall, 1993 UW Faculty Survey

Faculty neither strongly agree nor strongly disagree with whether the theme, "teacher as decision-maker was an effective organizing principle for students. Comments indicated that the theme is supported, in theory, by faculty, but they felt it was not emphasized or well articulated, often because of lack of time.

Faculty are divided in their perception of whether the Phase program, as currently implemented, embodies well the College vision of a renewed teacher education program. Nearly equal numbers of faculty respondents agreed as disagreed with the item statement. Comments reflect this lack of consensus. Several faculty wrote that changes are necessary before the program embodies the vision of faculty.

Most faculty did not feel that the assignment of students in the Phase program to stable cohort groups appears to have enhanced their training. They report that there is actually little stability in cohort groups and there is no consensus that it is a positive experience for students. There are suggestions that the cohort experience should include a greater variety of experiences.

Although faculty were divided on whether logistics of travel and housing for students were handled satisfactorily, slightly more believed is was satisfactory than unsatisfactory. Although some faculty thought travel and housing were not a problem for their students, others expressed concern about traveling and housing in the more distance sites.

There is a strong concern that students may not receiving effective advising. Comments reflect lack of faculty knowledge concerning advising. Some feel that advising is inconsistent and that, in particular, Phase IIIa students during Fall, 1993 semester were misadvised.

Although faculty were divided on whether they thought the Phase program has clear, relevant performances standards for students, slightly more agreed with the item statement. In contrast, the majority of the 8 faculty commenting on this item see the performance standards as vague, trivial, or excessively wordy. There may be too many standards and too many are judged by writing tasks.

Faculty were divided on whether performance standards had enabled them to provide their students with reliable, fair assessments of the stated outcomes, but slightly more felt they had not. Of the only 4 faculty members who commented on this item, all felt performance standards did not enable them to provide students with good assessment of outcomes, often due to time constraints.

Faculty were nearly evenly distributed in their perception of the effectiveness of student portfolios as effective training experiences. Faculty feel the portfolio is playing little role in the program. It was not used in Phase IIIa by many of the instructors. The definition and role of the portfolio are unclear.

Faculty were nearly evenly divided on whether their students were well prepared to undertake the work required of them in their course.

Although faculty were divided on whether course activities enabled my students to achieve the expected outcomes for their phase, slightly more agreed that they had. Of the only 5 faculty commenting

on this item, the consensus among them was that their course activities did help students achieve outcomes, though time was short for Phase IIIa.

There was some consensus that the total workload for students was commensurate with the number of credits awarded, in keeping with prevailing practice in the College of Education. Comments reflect that the workload is seen as appropriate for all except Phase IIIa, specific methods for elementary education students.

Although faculty were divided on whether submission dates for materials used in evaluation of students imposed undue stress either on students or on instructors, slightly more felt it had imposed undue stress. The consensus of those adding comments was that due dates placed a great deal of stress on students. Much of this was related to articulation difficulties between on-campus and CTL activities, particularly in Phase IIIa.

Faculty were evenly divided on whether their undergraduate teaching assignments in the Phase program were well aligned with their areas of professional specialization. Of the only 6 faculty who commented on this item, most felt that their specialized professional knowledge was not used in the program.

Although 3 faculty disagree, a large majority felt their instructional responsibilities had drawn them out of their fields of major interest into areas where I feel they felt less well qualified. But of the only 5 who commented on this item, the consensus was that being drawn out of their major field was not necessarily a negative, and even a benefit for some.

There was sharp division among the faculty about whether they felt their time, as a human resource available to the College of Education, was well used in the Phase program. All but one faculty member adding a comment felt their time was <u>not</u> well used. The comments of these were generally that the amount of time spent in meetings was excessive or that the program required too much time.

A majority of faculty expect to participate in the Phase program in future years in roles similar to those I have played this semester. However, the bulk of those commenting expressed reluctance to continue but felt some lack of choice.

Though faculty are sharply divided on whether they felt their students' on-campus work was well-coordinated with their experiences in the field, a majority felt it was well-coordinated. Comments clarify that on-campus and field experiences were not well-coordinated in Phase IIIa. Some expressed the idea that the coordination which did occur was due to their own efforts.

Faculty were sharply and evenly divided on whether CTL faculty and mentor teachers had participated effectively in the planning of activities in the phase in which they worked. In comments, a range of experiences was reported. Some felt communication and planning was good, others thought it poor. The lack of communication in Phase IIIa was mentioned by many.

Although faculty were divided in whether or not they felt satisfied with the <u>amount</u> of evaluative feedback provided by CTL faculty and mentor teachers, a slight majority felt dissatisfied. In comments, several reported that there was little evaluative feedback provided by the teachers in the field.

Faculty were nearly evenly divided in their satisfaction with the <u>quality</u> of evaluative feedback provided by CTL faculty and mentor teachers. Only 4 faculty added a comment to this item. Since few experienced evaluative feedback from the field, it may have been irrelevant for most to comment on its quality.

A majority of faculty felt that their experiences in the CTL had contributed significantly to their professional growth. Of the 7 faculty adding a comment to this item only 2 thought it had not contributed to professional growth. Most felt it had contributed, even that this was the best part of the program.

Only 8 of 14 (53%) faculty responded to the question of extent to which logistics of travel and housing for them were handled satisfactorily. Only 3 faculty added a comment. Since faculty arranged their own travel and housing, they felt it was satisfactory.

The majority of faculty felt that their actual instructional efforts are not fairly represented in the faculty workload formula. Most comments expressed the view that the amount of time spent was excessive in relation to the faculty workload formula.

Experiences which were seen to be most effective for students in achieving expected outcomes were involvement in classrooms, observing, and teaching in the schools.

Better coordination, co-planning, and communication between methods professors and CTL mentor teachers would help were seen to be the most important modifications to make in assignments and experiences for students.

Responses were roughly evenly divided between those who thought placements were good, and those who thought CTL placements were less well aligned with students' professional aspirations.

Nearly all who responded to the question of whether human resources were being used efficiently answered "no". The plan to use 3- or 4-member teams in elementary Phase IIIa was seen as a change which would help. Other suggestions included a) securing more faculty, b) assigning a secretary to each phase team, c) combining general and specific methods, and d) using field representatives.

A common suggestion to relieve the pressure on students during fieldwork was to make the earlier experiences closer to Laramie - either in Laramie during early summer, or using WCTL-L, Laramie, and Cheyenne exclusively for Phase I and II. Other ideas were to make participation in the program voluntary, and to make better use of simulations, videos, compressed video for observation.

Except for 2 faculty responding, the consensus is that CTL teachers were not involved enough in the planning and assessment of student learning. More to the point, there is a need for advance communication and establishment of a common understanding of what curriculum and methods should be experienced by students.

Faculty were about equally divided between those who found their work in the Phase program rewarding and those who did not.

Most of those responding felt the program as currently configured does not provide for the delivery of important content. There is the concern that the program lacks sufficient substance.

Fall, 1993 CTL Faculty Survey

Most CTL faculty agreed that the major theme of the new program, "teacher as reflective decision-maker," has provided an effective organizing principle for their UW students. In contrast, several CTL faculty commented that they found this theme to have little practical value as an organizing principle for their UW students. Five comments stated that they were unaware of any such organizing theme.

A large majority of mentor teachers agreed or strongly agreed that assignment of students in the Phase program to stable cohort groups appeared to have enhanced their training. Their added comments

reflected two views: a) cohort groups helped UW students by serving as a source of emotional support and as a forum in which they felt comfortable discussing their teaching experiences, or b) cohort affiliations were too cohesive and this prevented UW students from "blending into the on-site faculty". In a few instances, it was noted that UW students did not appear to "fit in well" with their fellow UW cohort-group members.

A slight majority of CTL respondents thought the new program had clear, relevant performance standards for students. But among those adding comments, a majority felt performance standards were never made clear to CTL faculty. UW students were reportedly confused by standards characterized as "vague," "incomplete," or which changing relative to different expectations from UW professors.

A small majority of CTL teachers felt performance standards had enabled them to provide their students and their UW instructors with reliable, fair assessments of student outcomes. Several CTL faculty reported that performance standards and student outcomes were not clear and, therefore, difficult to assess. UW faculty did not appear concerned about the role or contribution of CTL faculty in the process of assessing UW students according to three comments.

Most CTL faculty thought that the logistics of travel and housing for students were handled satisfactorily. Comments related to this question were largely that travel arrangements made by UW for its cohort students were considered to be excellent. Though several commented that housing was generally not a problem, they believed this was due in large part to the efforts of CTL faculty who located provided housing for UW students. Several other comments requested that UW take greater responsibility for cohort students' housing and not assume that housing can always be located and/or provided by CTL faculty.

A large majority of partnership teachers believed that CTL activities helped their university students to achieve the expected outcomes for their phase. To the extent CTL faculty were unsure about expected outcomes, they were also unsure about how well specific activities helped students achieve those outcomes. Several comments indicated that they were not aware of many Phase outcomes in advance of what students told them was expected upon arrival at their CTL sites. However, even in these instances many CTL faculty believed they were able to provide meaningful activities that helped UW students achieve the outcomes for their Phase.

There was disagreement among CTL teachers about whether their students' on-campus work had been well-coordinated with their experiences in the field. Teachers were nearly evenly divided concerning this item. Some believed a lack of communication was to blame for the poor timing of many on-campus assignments. Others believed UW students were being assigned too much unnecessary "busy work," while others remarked that many of the on-campus assignments were "out of tune with reality in the classroom."

Most CTL mentor teachers felt that scheduling of visits by cohort groups fit in well with the rhythms of instruction and learning in their school/classroom. Several comments clarified that UW students were not in their CTL classrooms long enough at any one time. Larger blocks of time were requested for this purpose. Friday afternoons were mentioned as being a poor time for UW students to be in the classroom. Others said that the timing of UW assignments was disruptive to their regular classroom activities.

Although a majority of CTL faculty and mentor teachers felt they had participated effectively in the planning of activities and evaluation procedures in the phase in which they worked there were a sizeable percentage who felt they had not. According to many comments, mentor teachers and CTL faculty rarely, if ever, participated in the planning of activities and evaluation procedures.

A large majority of CTL teacher thought that UW instructors requested an adequate amount of assessment and evaluative feedback on our students' work. However up to 33% did not feel this was true.

The perception among several who wrote comments was that UW instructors requested very little to no assessment or evaluative feedback from CTL faculty.

Though a majority of CTL teacher who responded to the survey agreed that UW instructors had requested appropriate kinds of assessment and evaluative feedback on their students' work, one-third disagreed. Six CTL faculty believed there was "no real direction" in this area.

A slight majority of CTL teachers felt that the university and the school district had provided adequate training and support for mentor teachers, but a sizable minority disagreed. Concern over a general lack of training was expressed by some CTL faculty.

A majority of CTL teachers felt their time, as a resource made available to teacher education, had been well used in the Phase program, but several comments indicated that they were frustrated by the amount of time used to facilitate UW students' completion of on-campus assignments.

Partnership teachers were neutral concerning whether their instructional efforts in UW's Phase program had been appropriately recognized and compensated by the school district. Nine CTL faculty felt they had received little or no recognition or compensation. Money, tuition waivers, and release time were suggested as possible ways to provide adequate compensation.

A large majority of CTL faculty reported that their experiences with UW faculty and students in the Phase program had contributed significantly to their professional growth. Seven CTL faculty commented specifically on how much they enjoyed having UW students in their classrooms.

Giving UW students the experience of applying in the classroom what had been taught at the university was considered valuable by CTL faculty. Planning lessons, teaching them, assessing students' work, and subsequently evaluating the effectiveness of that lesson for the purpose of making modifications was also mentioned as an effective experience for UW students in achieving expected Phase outcomes. More time for mentor teachers and UW students to "reflect" together about lessons taught was suggested as being potentially helpful for clarifying the relationship between experiences in the classroom and Phase outcomes.

CTL faculty suggestions included the following: a) there is a need to coordinate assignments for the university students with the curriculum that teachers are responsible for delivering in the CTLs, b) "integrated units" are great in theory but often create unrealistic teaching expectations for mentor teachers and their UW students, c) more efficient planning and communication between UW professors and mentor teachers is needed so that each party knows in advance of cohort visits what the UW students are to accomplish in the classroom; the "assignment sheets" given to Phase IIIa students prior to each CTL visit were mentioned as being quite helpful in this regard.

Responses indicated that CTL faculty believed most UW students received placements that were well aligned with their professional aspirations.

About half the comments stated that the present use of human resources was sufficient. Some CTL faculty pointed out that the Specific Methods portion of Phase IIIa was not well coordinated with various classroom curricula and suggested: a) that fewer methods professors be assigned, and b) that methods professors visit the CTL sites as part of an effort to improve communication with mentor teachers and as means for understanding what kinds of assignments might be most relevant for UW students in particular classroom settings.

Suggestions for reducing academic, social, or financial hardships of students included a) honoring students' requests for cohort assignments at locations where they have friends and/or family they could

stay with, b) restructuring CTL experiences into blocks of time appeared to work well, as in Phase II, c) create a fund of some sort to help UW students pay for the added expenses these hardships involve.

CTL faculty expressed confusion over the learning goals for UW students that were being assessed. A lack of communication existed between university professors and CTL faculty and, in many cases, CTL faculty were not asked for any input concerning an assessment of their UW students' work. Some suggestions were a) to make mentor teacher full partners in the process of assessing UW students, b) mentor teachers and professors should plan together what the student is to accomplish on any given visit, and c) generally more frequent communication is needed in the early stages of each Phase.

Comments indicated that CTL faculty did find the program professionally and/or personally rewarding. Mentor teachers said they enjoyed having the UW students in their classrooms, they learned from their students as well as teaching them, that the Phase program had opened a new channel of communication between the schools and the university, and that working with the UW students encouraged mentor teachers to reflect on their own classroom teaching methods and assumptions about how children learn.

Although the precise nature of the academic content UW students received at the university was not known by most CTL faculty, it was the experience of translating this content into actual classroom practice that CTL faculty found most helpful for the UW students.

Fall, 1993 Phase I Survey

The profile of students in Phase I, Fall, 1993, follows. Seventy-five percent are female, 88% are Caucasian, the median age is 20-21. Although some 20% of the 69 students surveyed in Phase I were married, only 10% reported that dependents were presently living with them. A large majority of participants meet the profile of the "traditional" college student.

Students had completed an estimated median of 19 hours in education, 14 hours outside education, and a total of 51 total hours, estimated separately by students. More than 1/3 of these students had transferred from a community college or other college or university. Five respondents indicated that they had already earned a bachelor's degree; two of these also reported having earned M.S. degrees.

A majority of the students were preparing for early childhood and elementary education although at least 30% were preparing to teach at the middle school, junior high or high school level.

Students placed a high value on several aspects of their experiences in CTLs. A large majority found opportunities to observe pupils and teachers in natural classroom settings as an indispensable part of their Phase I training. Behaviors most frequently observed were instructional methods, classroom management, and informal social interaction.

Closely related to classroom observations were two other activities in which CTL mentor teachers played central roles. Many respondents wrote that informal conferences with mentors, in which a broad range of professional and personal topics were discussed, had been especially valuable to them. Several also cited the teaching of minilessons and other direct interactions with pupils as exciting and inspirational learning experiences.

Many activities in the CTLs occurred outside classroom settings and did not revolve around mentor teachers. Among these, structured interviews with administrators, and workshops conducted on site by clinical faculty and administrative personnel were valuable. In addition, a few students reported that their observations of various student services facilities or programs (e.g., resource rooms, Ex-Dropout Recovery) had been highlights of their first semester's work in their CTL schools.

Phase I students generally agreed that their campus-based work had been valuable, though they did not feel as strongly about it as they did about their CTL activities. Most seemed to find their library assignments valuable, and many commented that they look forward to continuing to develop professional portfolios. Some workshops and lectures were given highly favorable comments; others were roundly condemned. A pattern of resistance to the number of observation assignments emerged.

Some expressed gratitude for the effective guidance they had received from cohort leaders, but over all, students were concerned that assignments and work loads seemed to vary strikingly from cohort to cohort. In addition, comments reflecting consternation over a perceived lack of firm, reliable direction throughout the semester. Transfer students reported that the Phase I program had failed to take into account their maturity and experience.

Finally, some students were frustrated over schedule conflicts between Phase classes blocked at the end of the week, and content-area courses like math, introductory-level foreign language, and physical education classes which, owing to the nature of the skills to be developed there, cannot appropriately be blocked into one end of the week.

Students generally felt their on-campus work was well-coordinated with their field experiences, but comments on related open-ended questions suggest some areas where improvement is possible.

A clear consensus exists among Fall '93 Phase I students that participation in the new undergraduate program imposes a financial burden which the campus-based program did not. Only 12% of the respondents--including several assigned to WCTL-L-- did not agree. Transfer students and degree holders attempting to complete the requirements for licensure form a well-defined special interest group on this point.

Most of the difficulties the students cited were anticipated, rather than actual. Regarding their own costs during Phase I, most would agreed that so far this is not a problem. Still, difficulties associated with the share of the expense of improving teacher training in Wyoming which must be borne personally by students in the College of Education constituted the area of gravest concern for cohort members during the Fall of '93. The anxiety level is high, even among Phase I students, who tend to focus on three main prospective costs: a) the cost of an extended program, which will take candidates for bachelor's degrees at least 5 years to complete, b) many students who find part-time employment not only desirable, but necessary, have found it difficult to keep their jobs during Phase semester, and c) direct out-of-pocket expenses associated with travel and lodging make the new program more difficult to finance than the old one.

Most students in Phase I reported having been given a clear idea of what the outcomes of their coursework were expected to be. When asked whether the outcomes were unclear to them, however, respondents showed a slight tendency to shift down the scale, away from confident assertion that they understood the goals and objectives of their studies.

Although some students could report that none of the outcomes were unclear, others felt that during the last two weeks of the course, they were not sure whether or how they had achieved them.

Several students specifically acknowledged the helpfulness of cohort leaders in enabling them to come to terms with outcomes. Others felt that their instructors had not provided them with the direction and support they needed.

Two other, related, problems involving outcomes were noted by some students. Some felt that the outcomes themselves were not difficult to understand, but meeting them proved difficult because they

kept changing. A broader area of concern, the relationship of Phase I outcomes and activities to the overall program, surfaced in several responses to open-ended items.

More than 70% of students surveyed agreed that their classwork and learning activities had enabled them to achieve course outcomes at levels they themselves found acceptable.

Others felt that they had been unable to meet the outcomes at levels they were satisfied with. They tended to ascribe their failure to instructional design factors. Even among satisfied students, opinion seemed divided over the merits of relying heavily on reading and writing to achieve outcomes.

Apparently there was significant variation in approaches to the outcomes taken in different cohorts, with some emphasizing reading and writing, while others laid emphasis on other types of activities. Informal exchanges with Phase students over the course of the Fall semester suggest that some tend to interpret different approaches to meeting the outcomes as inconsistency within the program, and to see these as further evidence of an inequity founded on differential burdens of time and expense arising from assignment to CTLs nearer to or farther from Laramie.

A few students, in different cohorts and different areas of concentration, complained that although they thought they had met the outcomes acceptably, the outcomes themselves failed to represent an acceptable range of cognitive levels.

Many students, responding to surveys in early December, found it difficult to assess their own achievement because they had received few grades on the exercises they had completed during the first thirteen weeks of the course. They perceived a decoupling of instruction from evaluation, and tended to feel anxious about that.

Well over two-thirds of the students felt that their on-campus instructors had monitored their progress well and evaluated their achievement fairly, but over a quarter disagreed. Over two-thirds of respondents felt that, on the whole, assessments of their work had improved the quality of instruction in the course.

Well over half of the Phase I students believed that their interactions with mentor faculty had been valuable. About 25% of those surveyed expressed doubt that their work in CTLs had been well monitored. For Phase I students, this aspect of their experience was not salient. Some felt their visits to CTLs had not been adequately planned and prepared for in advance, and it is common to hear students in all phases express a desire to see CTL personnel more effectively integrated into the planning, instruction, and evaluation of their cohorts' work.

Even at this early stage in their training, many students find the development of a portfolio valuable and inherently rewarding. Even students who had doubts about the value of their own portfolios recognized the potential benefits of compiling one. Some students who did not find compiling a portfolio especially useful expressed a desire for clearer definitions and more assertive guidance from instructors.

Phase I students decisively rejected the proposition that their workload had been too heavy. In fact, some of the students who indicated on scaled responses that they felt the workload had not been "realistic" complained that it had actually not been heavy enough. Others expressed a belief that although the amount of work had been reasonable, the level of expectations had been too low.

It would appear that there were significant differences in workload from cohort to cohort. The perception of difference, at any rate, gave rise to concern both among students who felt they were being called upon to do too much work, and among those who felt that they were not being asked to do enough.

While 30% of respondents have not had problems with schedule conflicts between required undergraduate work in Education and content-area courses in other colleges, 60% have. Outside classes most frequently mentioned as conflicting with the Phase schedule included offerings in Math, Sciences, and foreign languages. The major factor, in Phase I, appears to have been the pre-emption of Friday coursework outside the College.

Many students perceived significant differences in their instructors' attitudes toward the management of schedule conflicts. Those who commented on this point unanimously ascribed to the College of Education an attitude of indifference to the needs and concerns of students.

Other colleges failed to block courses needed by Education majors, creating insoluble problems for many Phase students. An unresponsiveness to scheduling problems of this sort was noted by a number of respondents, who tended to infer from their experience that scheduling and advisement were low priorities in the new program. Several students, commenting on conflicts within the College, were less inclined to attribute scheduling problems to the apparent indifference of College personnel than to administrative incompetence. Upperclassmen and post-baccalaureate students were most intensely frustrated with these conflicts.

Although students were far more likely to agree strongly than to disagree strongly that the program conflicted with extracurricular or co-curricular activities, the division of opinion was remarkably even in Phase I. By far the most frequently cited non-academic conflict was with employment.

By far the greatest cause of anxiety, however, was apprehension over the prospective interference which students feared they would encounter during later phases of their programs.

Only 30% of respondents agreed that the program interfered with social or personal dimensions of their life. Three areas of concern accounted for most perceived problems: a) time spent traveling, b) exhaustion attributed to the Phase schedule, and c) stress arising from uncertainty and apprehension over expenses and delays not yet encountered, but anticipated over the rest of the students' programs.

The tone and frequently vicarious content of comments, here and above, suggest that a culture of grievance and victimization may be emerging among Phase students, affecting even those who have not personally experienced unusual difficulties. The program's emphasis on group work in stable cohorts may be having the effect of making the problems of any class of students--such as single parents and other "non-traditionals," or second-bachelor's and licensure-only candidates--common problems for all in the program. While this may be a strength of the new program, it places a premium on effective communication between College personnel and students. Structural problems which are not promptly identified and resolved may become the basis of a generalized sense of disempowerment and neglect, or, in extreme cases, even of abuse.

Fall, 1993 Phase II Survey

Only one Phase II cohort, comprised of four "hardship cases" assigned to WCTL-L, was scheduled for the Fall 1993 semester. Their comments, although collected and valued, were not included in this report.

Fall, 1993 Phase IIIa Survey

The profile of students in Phase IIIa, Fall, 1993, follows. Seventy-one percent are female, 91% are Caucasian, the median age is 22-23. Although some 18% of the 55 students surveyed in Phase III were married, only 9% reported that dependents were presently living with them. A large majority of participants meet the profile of the "traditional" college student.

Students had completed an estimated median of 47 hours in education, 62 hours outside education, and a total of 114 total hours, estimated separately by students. Nearly half (47%) of these students had transferred from a community college or other college or university. No respondents indicated that they had already earned a bachelor's degree or higher.

A large majority of the students were preparing for early childhood and elementary education with no more than 13% preparing for teaching at grade seven or above.

Activities in the CTLs were valuable to virtually all students, both in General and in Specific Pedagogy. Eighty-five percent of the respondents submitted strongly positive written responses to the question regarding "particularly valuable" activities in the CTL. All students who continued their studies in Education up to this point greatly enjoyed being in schools.

Widespread criticism focused on the nature and extent of CTL activities required by UW faculty. In reporting the effectiveness of their experiences with public school personnel and pupils, students often condemned what they perceived as a disjuncture between campus and CTL activities. They felt that the assignments intended to inform their observations on site rarely enhanced their experiences, and frequently interfered with them.

Students in Phase IIIa felt strongly that communication between UW faculty and CTL personnel, particularly mentor teachers, stood in great need of improvement. This theme persisted in responses to questions throughout the survey. Students ascribed a wide range of problems to what they perceived as inadequate cooperation, both among UW instructors and between campus and school officials, in the planning, implementation, and evaluation of learning activities in their course.

In general, Phase IIIa students felt that the training they had received in their mentor teachers' schools had been so valuable that they wished the UW faculty members responsible for assessing their achievement had known more about it.

Students in Cycle A were well aware that changes would occur in the structure of the Phase program, in part as a consequence of their experiences in it. Among the changes they recommended, issues related to travel and scheduling received a high priority.

Among the students who distinguished between their experiences in General and Specific Pedagogy 60% reported that unrewarding experiences had predominated in on-campus work. Responses on the related open-ended questions suggest that the experiences of Elementary Education majors in Specific Methods were so radically different from the experiences of students in more conventional content-area courses that, for purposes of these questions, at least, the two groups constituted separate populations.

Some students in Elementary Education found their Specific Methods activities valuable, and although they were aware that their experiences were not typical, they made a point of putting in a good word for them. Secondary Education majors tended to make invidious comparisons between the instruction they received in their specific content areas, and the activities of their General Pedagogy cohorts. Many of the comments addressed the shortcomings of the first cycle of Specific Methods instruction, but General Pedagogy worked very well for some.

Most respondents, regardless of their areas of concentration, found that coordination of activities was a feature of instruction which required more attention in Phase IIIa.

Those who offered constructive suggestions placed great emphasis on the value of classroom experiences in the CTLs, and recommended that UW faculty extend more authority, responsibility, and courtesy to their mentor-teacher partners.

Roughly 70 percent of Phase IIIa students believed that the new program cost more than the old one did, and that they had not yet identified the additional financial resources which would offset the higher costs.

The requirements of more advanced Phases can be especially hard on a) married students and parents, b) out-of-state students who not only pay higher tuition, but are often especially hard hit by costs of lodging away from Laramie, and c) independent students who have similar problems, whether they come from Wyoming or not.

Then there are the substantial costs of pursuing an extended degree program, which entails both further educational expenses and an additional period during which the student suffers a loss of income.

A few Cycle A students, having spent more than they had expected to, expressed concern over meeting upcoming expenses of student teaching.

By no means are all Phase students directly affected by the degrees of financial hardship attested to by some of their classmates. Many of those not directly affected are nevertheless troubled by the circumstances that call forth such extreme sacrifice on the part of peers in their cohorts.

Program requirements of various kinds entailing greater costs, in money and in time, than students expected seem to be the sharpest focal point of a sense of grievance.

Students were nearly unanimous in their appreciation of the Phase program's incorporation of training activities in CTL classrooms, but even those who were in a position to bear the additional expenses associated with travel and who felt no great urgency to complete their training and enter the work force resented what they interpreted as demands being imposed on them without so much as consultation, let alone consent.

Despite the numerous technical problems that have been encountered in the course of developing and implementing the new program, most students believe that it will be far superior to its predecessor in many ways, once it is up and running smoothly. They also recognize that it will inevitably cost more than the old program did. What they have a hard time understanding is why they and their fellow students are being asked to shoulder such a heavy share of the costs of improving the quality of teacher education in Wyoming.

A majority of students felt that course outcomes were not clear to them, a view expressed more strongly still with reference to Specific Methods. Once again, comments on open-ended items plainly show that our survey was reaching two distinctly different populations. For some students, General worked well, while Specific did not, for a few others, the opposite was the case.

Many comments highlighted the extent to which students depended on instructors' assessments of their work to clarify their own sense of where they were supposed to be going, and how they would be able to get there. A minority of respondents agreed that classwork and learning activities had helped them meet the outcomes at a level acceptable to them. The disappointment was more acute among those who submitted separate scores for their experiences in Specific Pedagogy, where the distribution was marked by a familiar bimodal tendency.

Some students were not merely satisfied with their progress, but pleased, and clearly expressed their appreciation of the new program. Those who expressed global dissatisfaction tended to focus on Phase IIIa, rather than on the program as a whole.

A few were so profoundly alienated by their experiences last Fall that they had difficulty appreciating anything they had achieved in the entire program. A widespread perception that too much had been undertaken in too little time was offered as one explanation for the frustration which animated many comments.

Phase IIIa students strongly concurred that the assessments they had received from mentor teachers in CTLs had been fair and useful.

Scores which clustered in the middle of the scale on the general responses to the item concerning whether their achievement had been well-monitored and evaluated by on-campus instructors suggest a certain ambivalence or confusion. Those indicating separate scores for Specific Pedagogy diverged clearly. It may be that responses here included a factor of frustration over poor coordination of instruction, both between components on campus, and between campus classes and work in the CTLs. Many students expressed concern over what they perceived as shallow and dilatory assessment and evaluation.

Several students mentioned gratefully the visits they had received in CTL classrooms from UW instructors. They seemed to believe that their performances on site were meaningful demonstrations of their cumulative achievement in the Phase program, and felt that observations and consultations should be factors in determining their grades. A significant pattern of constructive criticism suggests the desirability of including CTL personnel more actively in the planning and evaluation of student activities in Phase IIIa.

Thirty-six percent of respondents found their work on portfolios useful while twenty-six percent strongly disagreed with the proposition. Last Fall's Phase I students were much more enthusiastic about this characteristic feature of the new undergraduate program than were seniors.

Comments indicate that the wording of the item may have been confusing to respondents. Over a dozen students submitted remarks which suggested that they believed their instructors considered course notebooks professional portfolios. They themselves made a clear distinction between the two.

Several students asserted that their disillusionment with their portfolios arose from the frustration they felt over being called upon to document Phase III outcomes which they had failed to achieve.

Despite the difficulties encountered by the pioneers at each stage of Cycle A, several respondents identified portfolios as integral parts of a program they were finding valuable.

Fewer than a quarter of the students who responded felt that their workload in Phase IIIa had not been excessive. Nearly twice that many strongly agreed with the proposition. At least at the level of student perceptions, this was a problem area.

Some students identified attempts to comply with University Studies Writing requirements as factors undermining the effectiveness of instruction in Phase courses. Difficulties in organizing and conducting meaningful writing activities may have contributed to the load of "busy work" so odious to so many Phase students.

Many respondents openly admitted that stress associated with workload and other aspects of their activities had begun to impair their morale. Pressures on students have caused such widespread unhappiness that even those not directly affected have rallied to the support of suffering classmates.

Written comments indicated that Secondary Education majors tended to have greater problems with schedule conflicts than did Elementary Education majors.

Eighty percent of Phase IIIa students felt that program requirements had conflicted with their desires to participate in broadly educational activities in voluntary associations. Only 11 students reported no significant conflict between their Phase commitments and campus activities traditionally understood as rounding out the college experience. Several others accounted for a lack of conflict by explaining that they had relinquished college life outside the classroom.

Over 60 percent of students in Phase IIIa believed that disruptions of personal or social life which they attributed to their participation in the new undergraduate program might have been avoidable. Students generally agreed that the workload had made it impossible for them to experience what they regarded as a "normal" undergraduate education, but they reacted to this condition differently. Some considered it a legitimate cost of pursuing superior technical training:

Some non-traditional students regretted the extent to which their undergraduate studies had interfered with what they regarded as family obligations.

Spring, 1994 College of Education Faculty Survey

Faculty generally agree that the Phase program, as currently implemented, embodies well their vision of a renewed teacher education program. Comments emphasized that a strength of the program was getting students into the schools earlier. There were concerns that some logistical problems still needed solution, that increased communication among UW faculty and CTL teachers was needed, and fear that some of the proposed changes would not reflect the vision of a renewed program.

Most faculty agreed that assignment of students to stable cohort groups enhanced students' training. In comments some faculty clarified that cohorts were not really "stable," and that cohorts can become a "club" which excludes everyone else – faculty, teachers, and other students. When cohorts are working well they are seen to be very effective in promoting learning.

Logistics of travel and housing for student were handled satisfactorily as seen by faculty. Comments reflected the situational nature of this aspect of the program. Since many students did not travel to distant sites during Spring, 1994, travel and housing presented a minimal problem. There was concern expressed that their CTL will not be able to be so accommodating in the future.

Though faculty are divided on whether they believe students are receiving effective advising, a majority responded that they did not. The changes and transitions in Room 100 were listed as reasons for advising problems. Of the four comments, two praised the work of the Advising Coordinator.

Most faculty agreed that the program has clear, relevant performance standards for students. In comments, some suggested that some need revision to make them clearer and more relevant. The difference between "awareness" and "mastery" in the outcomes needs clarification.

Though faculty are divided on whether performance standards had enabled them to provide student with reliable, fair assessments of outcomes, a majority felt they had.

Most faculty strongly agreed that the development of professional portfolios by students had enhanced the effectiveness of their training experiences. Comments from two faculty members cautioned that the portfolios were not really professional portfolios and contained little original thinking.

Most faculty were either undecided or agreed with the statement that students were well prepared to undertake the work required of them in their course.

Most faculty believed that course activities enabled their students to achieve the expected outcomes for their phase.

Most faculty agree that the total workload for students was commensurate with the number of credits awarded. Suggestions from two faculty members were to reduce the number of credits from 3 to 2 for Phase IIIc, and to 4 credits for Phase I.

Most faculty agreed that submission dates for materials used in evaluation of students did not impose undue stress either on students or on instructors.

Faculty are divided on whether their undergraduate teaching assignments in the Phase program was been well aligned with their areas of professional specialization. About half the faculty agreed and half disagreed. One comment clarified that the teaching assignment was certainly in a comfortable area even it if was outside his or her specialized area.

Faculty are nearly evenly divided on whether they feel their time, as a human resource available to the College of Education, was well used in the Phase program.

Faculty were nearly evenly divided on whether their students' on-campus work was well-coordinated with their field experiences.

There was strong agreement that CTL faculty and mentor teachers had participated effectively in the planning of activities. There were comments that CTL teachers were superb cooperative colleagues

Most faculty were satisfied with the amount of evaluative feedback provided by CTL faculty and mentor teachers.

Most faculty were satisfied with the quality of evaluative feedback provided by CTL faculty and mentor teachers.

UW faculty strongly agreed that their experiences in the CTL had contributed significantly to their professional growth.

Though most agreed that their actual instructional efforts were fairly represented in the faculty workload formula, reservations were expressed in several comments. There was concern that travel time was under-represented, and that an overload was accepted in doing Phases IIIb and IIIc. One faculty member believed the proposed reduction in Phase I credit hours would create an overload, unless expectations were reduced as well.

Faculty were asked what experiences and assignments were most effective for students in achieving the expected outcomes of their phase. The predominantly mentioned experience was that in the school in actual teaching, and visits structured around themes, such as cooperative learning or equity. Assignments that "make them think like a teacher" were seen to particularly effective. Two faculty members felt the development of an interview portfolio for Phase IIIc brought the program together for many students.

When asked how experiences and assignments should be modified in the future to better meet the needs of their students, many of the suggestions for future modification were idiosyncratic. These are

included verbatim in Appendix B. Several comments suggested a reduction in either the number of outcomes or the number of credit hours.

Faculty were asked if all students in their cohort group received CTL placements well aligned with their professional aspirations and if standards of supervision and evaluation were adequate to ensure the equivalence of training experiences offered students in different cohort groups. There was nearly unanimous response that placements were well-aligned. But, several faculty felt they were not equivalent. Several comments shared a concern for the potential problem of overloading nearby districts and the difficulty placing students at the middle school, junior high, and high school levels.

Another question asked if the present use of human resources was efficient and if not, how might we make more effective use of instructional and support personnel. Though several felt personnel were being used effectively, this question evoked strong comments of concern. Assignment of faculty to the program who were unwilling participants was seen to be a critical problem in need of solution. There was concern that faculty were being assigned to "slots" in the program without regard for their specialties, interests, and talents.

UW Faculty were asked if their partners in the schools and classrooms where students worked were appropriately involved in the planning and assessment of their students' learning. Also, if they believed there is room for improvement in this area, what measures might be implemented to strengthen the partnership? Most comments expressed the opinion that there was appropriate involvement of the CTL teachers in planning and assessment of students. Several faculty suggested that there is still a need for greater planning together and training before working in a given phase of the program.

Faculty were asked if they have found their work in the Phase program professionally and/or personally rewarding. Almost every response to this question was extremely positive. Faculty felt that the program allowed them to promote and see growth in students, to provide them with critical skills need to effectively evaluate their school visits. They believe their students are self-motivated, responsible, and actively involved in their learning. Several reported seeing the schools and the relationship between school and the University "with new eyes."

Faculty were asked if they felt the Phase program provide provided a vehicle for the delivery of important content. Most of those who commented felt that the program does provide a vehicle for the delivery of important content, although a sizable number felt this was not the strength of the program, because class time was too short.

Spring, 1994 Phase II Mentor Teachers

The response rate for the mailed Phase II mentor teacher survey was 43%. While this response rate is less than desirable, the sample can cautiously be considered to be roughly reflective of the entire group of teachers.

Most Phase II mentor teachers agreed that the three themes of Phase II provided an effective organizing framework for their student. However, a number of them expressed confusion over the relationship among "themes," "processes," "outcomes," and "documentations." Some mentor teachers were unaware of the themes. Others were aware that themes existed for Phase II, but were not sure what purpose they served. Some referred to the perceived value of several Phase outcomes and documentations in their comments, however, they did not mention any one of the three themes in relation to these outcomes and documentations. According to the 11 mentor teacher comments, the three themes of Phase II were <u>not</u> generally understood or systematically used by mentor teachers and UW students as an organizing framework or to plan and coordinate learning activities.

Most Phase II mentor teachers agreed that assignment of students into cohort groups appears to have enhanced their training. Most of the 12 comments reflected the view that cohort groups did function to enhance the training of UW students. Several teachers expressed concerns that the cohort concept could be counterproductive if students did not get along well with fellow cohort members, or cohort members kept to themselves as much as possible, thus inhibiting UW students from blending in with faculty at the CTL sites.

Though a slight majority of mentor teacher agreed that they and their Phase II student clearly understood the expected "outcomes," "processes," and "documentations" for Phase II, a sizable group did not. Mentor teachers commented that there was not enough time to complete all the documentations or to meet all the stated outcomes, that the community portrait assignment was over-emphasized and not particularly useful, and that expectations by UW faculty were not consistent among the various cohort groups.

Phase II mentor teachers were divided over whether developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The design and purpose of the professional portfolio was not clear to a majority of the 14 mentor teachers who commented on this question. Other teachers described the portfolio process as "busy work" for UW students that took too much time. There were no positive comments about the professional portfolio nor was there any acknowledgment of the portfolio as something that UW students should be developing throughout their Phase experiences.

A large majority Phase II mentor teachers felt that logistics of travel and housing for students were handled satisfactorily. These were not seen as a problem by any of the 12 teachers who added comments to this question.

A large majority of Phase II mentor teachers felt that CTL activities helped their university student achieve the expected outcomes for Phase II. Three teachers expressed confusion over the difference between CTL activities and classroom activities.

Most Phase II mentor teachers believed their student's on-campus work was well coordinated with his/her experience in the field. In comments, mentor teachers expressed the desire to communicate more actively with the university to coordinate on-campus work with UW students' expectations in the field. Some expressed frustration over the fact that they often had to find out what was expected of them by UW faculty through their UW Phase students rather than directly from UW faculty.

Phase II mentor teachers strongly agreed that having a UW student for a four-week block of time was preferable to a series of shorter visits. They were overwhelmingly in favor of the four-week block of time. Many felt that this was the "best idea of the Phase Program." Generally speaking, the teachers viewed the four-week block of time as beneficial because it provided the sustained exposure necessary for mentor teachers, UW students, and public-school students to develop relationships in the classroom.

A majority of Phase II mentor teachers felt that CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase II. However, in comments, several teachers stated that they were never asked to participate in the planning of activities and evaluation procedures. One teacher requested guidelines concerning the mentor's role in evaluating UW students.

Most Phase II mentor teachers agreed that UW instructors requested an adequate amount of assessment and evaluative feedback on their students' work. Some expressed confusion over how UW students were to be evaluated, the mentor teacher's role in this evaluation process, and what materials existed for evaluating UW students.

Most Phase II mentor teachers felt that UW instructors requested appropriate kinds of assessment and evaluative feedback on our students' work. Several mentor teachers reported that no evaluation of UW students was ever requested. Two teachers stated that one informal visit with a UW faculty member constituted their Phase students' evaluation.

Most Phase II mentor teachers believed that the university and the school district have provided adequate training and support for mentor teachers. In comments to this item, some reported that, with the exception of one or two short meetings, no training or support from the university or school district occurred.

A large majority of Phase II mentor teachers agreed or strongly agreed that their time, as a resource made available to teacher education, was well used in Phase II. Several commented that the time UW students spent in the classroom interacting with their mentor teachers and students was deemed beneficial.

Although a slight majority of Phase II mentor teachers felt that their instructional efforts in UW's Phase program had been appropriately recognized by the school district, a sizable minority did not. Several mentor teachers stated that being a part of the Phase program was in and of itself sufficient recognition and compensation for their participation. Several mentor teachers said they had been "recognized" by their local school districts but not compensated in any sense. Tuition waivers were viewed by some teachers as adequate compensation, but others dismissed the waivers as pieces of paper with limited, if any, value. Several teachers requested money instead of tuition waivers.

A large majority of Phase II mentor teachers agreed or strongly agreed that their experiences with UW faculty and students in the Phase program had contributed significantly to their professional growth. The Phase II students were appreciated by the majority of their mentor teachers for the enthusiasm and new ideas they brought to the classroom. Several mentor teachers found that working with Phase students encouraged them to reflect on their own theories of education and teaching practices.

Phase II mentor teacher were asked what experiences in their class/school were most effective for students in achieving the expected outcomes for Phase II. Many of the comments made by the 35 mentor teachers who responded to this question reflected their overwhelmingly positive reaction to the four-week block of time students spent in their classrooms during Phase II. Experiences in the classroom specifically mentioned as being effective for UW students in achieving the expected outcomes for Phase II included working with small and large groups of students, teaching units and doing demonstrations, using hands-on learning activities, and accompanying their mentor teachers to faculty meetings.

In general, UW students were said to develop as teachers by virtue of experiences gained in the areas of classroom management, short and long-term lesson planning, and assessing the progress of pupils with a wide variety of social-emotional needs and learning styles.

One teacher remarked that it was not appropriate for the Phase students to teach lessons using the lesson plans of their mentor teachers. The lesson plans of experienced teachers are the product of years of development and familiarity with the curriculum content. In addition, Phase students needed opportunities to develop their own lesson plans, with guidance from the mentor teacher.

Phase II mentor teachers were asked how assignments for university students should be modified in the future to better meet their needs and the needs of their students. Several mentor teachers were concerned that students were being held responsible for too many assignments during Phase II, that many of these assignments were not suited in either method or content to the prevailing curriculum, and that greater emphasis should have been placed on students' involvement in smaller tasks, such as playground duty, settling disputes between students, or accompanying the class to music and/or PE.

Mentor teachers were asked if the present use of human resources was efficient and if not, how might we make more effective use of instructional and support personnel. To make more effective use of instructional and support personnel, many of the mentor teachers suggested setting up a series of meetings in the field for clinical faculty, mentor teachers, and UW faculty. These meetings would facilitate communication and help to clarify future roles and expectations. Specific suggestions included allowing students to change mentor teachers after two weeks and having UW faculty provide seminars to teachers in the school districts.

Phase II mentor teachers were asked if they were appropriately involved as a partner with UW faculty in the planning and assessment of their student's learning and what should be done to strengthen the partnership. There was a significant amount of disappointment expressed over the lack of contact between mentor teachers and UW faculty. According to a majority of the 28 comments reviewed, a clear understanding of Phase II outcomes and the standardized means by which the mentor teachers could assess goal attainment in relation to students' activities in the classroom was needed.

Phase II mentor teachers were asked if they had found their work in the new program professionally and/or personally rewarding. A clear majority of the 33 Phase II mentor teachers responding this question stated that they found the new program to be professionally and personally rewarding. A common theme throughout the comments was that having an enthusiastic Phase student contributed significantly to a more positive classroom environment for both the mentor teachers and their students.

Finally, the mentor teachers were asked to submit any further observations which they thought might contribute to a full and fair evaluation of the current effectiveness of the teacher education program. Guidelines for evaluating the Phase students, an overview of what the Phase program is trying to accomplish, more time in the classrooms, and more UW faculty involvement were all mentioned as potential ways for improving the effectiveness of the teacher education program. Several mentor teachers felt the Community Profile assignment required too much of the Phase students' time, time which could have been better utilized in their respective classrooms.

The Phase II students were appreciated by the majority of their mentor teachers for the enthusiasm and new ideas they brought to the classroom. Several mentor teachers found that working with Phase students encouraged them to reflect on their own theories of education and teaching practices.

Spring, 1994 Phase IIIb Mentor Teachers

The response rate for the 47 Phase IIIb mentor teachers was 37%. Those responding were predominantly (92%) teachers at elementary schools. The low response rate for this questionnaire makes generalization from the survey tenuous. This sample may be considered a volunteer sample and may differ in important ways from the entire group of Phase IIIb mentor teachers.

Most of the Phase IIIb teachers responding to the survey agreed that the three fluid periods of "guided teaching," independent teaching," and "teaming" provided an effective organizing framework for their Phase IIIb student.

Most of the Phase IIIb teachers responding to the survey agreed that they and the student clearly understood the expected "outcomes," processes," and "documentations" for Phase IIIb.

Most Phase IIIb mentor teaching responding to the survey did not believe developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The two mentor teachers who commented on this item were not aware of the professional portfolio or its purpose: "No, wasn't sure what the portfolio was to include and neither was she", "Unfamiliar to me until last week of program – Spring, 1994".

Most Phase IIIb mentor teaching responding to the survey felt that logistics of travel and housing for her/his Phase IIIb student were handled satisfactorily.

Most Phase IIIb mentor teachers responding to the survey thought that CTL activities helped their university student achieve the expected outcomes for Phase IIIb.

While a slight majority of Phase IIIb teachers responding to the survey felt that their Phase IIIb student was well prepared, from the beginning of her/his residency, to assume teaching responsibilities, a sizable minority did not. Of the six mentor teachers who commented, three believed their Phase students were well prepared from the beginning while three believed that their Phase students should have been better prepared to assume teaching responsibilities.

Most Phase IIIb mentor teachers responding to the survey agreed or strongly agreed that CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase IIIb. In comments to the item, two teachers expressed concern that while CTL faculty appeared to have input, the mentor teachers did not.

Almost all Phase IIIb mentor teachers responding to the survey agreed that the scheduled 12-week full-time residency for their Phase IIIb student fit their school schedule well. One teacher requested that Phase students begin their full-time residency when the public schools resume instruction after Christmas; that is, during Phase IIIb, UW students should come and go according to the school district calendar and not UW's schedule. Another mentor teacher suggested that a 16-week residency would be more effective than the current 12-week residency.

Few Phase IIIb mentor teachers (12) responded to the item, "CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase IIIb." Of those who did respond, most agreed. Two teachers commented that they were never asked to participate in planning activities and evaluation procedures during Phase IIIb.

Although most of those responding agreed that UW instructors requested an adequate amount of assessment and evaluative feedback on their student's work, several comments indicated the opposite. UW instructors did not request any assessment or evaluative feedback, according to three mentor teacher comments.

Most Phase IIIb mentor teachers responding to the survey thought that UW instructors requested appropriate kinds of assessment and evaluative feedback on their student's work. Videotaping was mentioned as a problem in terms of procuring the necessary equipment.

Most Phase IIIb mentor teachers responding to the survey agreed that the university and the school district had provided adequate training and support for mentor teachers working with Phase IIIb students. However in comments, some expressed the view that the university and school district did not.

Most Phase IIIb mentor teachers responding to the survey felt their time, as a resource made available to teacher education, had been well used in Phase IIIb. But, three mentor teachers commented that their Phase students required more time than they could provide.

Most Phase IIIb mentor teachers responding to the survey neither agreed nor disagreed that their instructional efforts in UW's Phase program had been appropriately recognized and compensated by the school district. About as many agreed as disagreed that recognition and compensation were adequate. Tuition waivers were seen as inadequate compensation by the three mentor teachers who commented.

Most Phase IIIb teachers responding to the survey believed their experiences with UW faculty and students in the Phase Program contributed significantly to their professional growth.

Phase IIIb mentor teacher were asked what experiences in their class/school were most effective for students in achieving the expected outcomes for Phase III. Implementing classroom management, planning and teaching lessons, using the mentor teacher as a role model, and working with students with a wide range of abilities were all mentioned as effective experiences for students in achieving the expected outcomes for Phase III.

Mentor teachers were asked how assignments for university students should be modified in the future to better meet their needs and the needs of their students. Of the 9 mentor teachers who responded to this question, most believed that a closer coordination of assignments between UW and the school district would better meet the needs of Phase students and the school districts' students. Assignments from UW were often criticized as being "vague" or "not in tune with the realities of the classroom". Having UW faculty visit the CTL classrooms was mentioned as a good way to make university assignments more relevant to the students in the various school districts and classrooms. Mentor teachers requested more responsibility for assigning tasks to UW students, thereby reducing the amount of "busy work" assigned by UW Professors.

Phase IIIb mentor teachers were asked if the present use of human resources was efficient and how we might make more effective use of instructional and support personnel. Most comments involved a request for more contact time with UW faculty members and, in particular, the Phase IIIa methods instructors.

Mentor teachers were asked if they were appropriately involved as a partner with UW faculty in the planning and assessment of their student's learning, and what should be done to strengthen the partnership. Among the suggestions were that more meetings with and without CTL students should be scheduled, and that actual UW observations of the CTL would be helpful. Mentor teachers requested more opportunities to plan and assess their students' learning in concert with UW faculty as a means to strengthen the partnership.

Phase IIIb mentor teacher were asked if they found their work in the new program professionally and/or personally rewarding. Comments to this question represented a wide range of reactions on the part of mentor teachers to having Phase students in their classrooms. Mentor teachers stated that, in many cases, their Phase students were highly motivated individuals who reduced the total amount of work for their mentor teachers. In other cases, mentor teachers reported that the presence of Phase students in their classrooms hindered classroom routines and increased mentor teacher stress levels.

Clinical Faculty

The response rate for the mailed survey of the 31 clinical faculty members active in the Spring semester, 1994 was 39%. This low return rate makes generalization from the sample of returned questionnaires dangerous. However, the results below may give some sense of the views of these important participants in the teacher education program.

The first section of the clinical faculty survey asked what activities these faculty performed as part of the Phase program. It appears that all members of the clinical faculty act as liaisons between the school district and the College of Education, help to recruit mentor teachers and place students in their classrooms. Most clinical faculty members reported working more directly with students, arranging for seminars, providing instruction for Phase students, and helping to coordinate their evaluation. Fewer than half reported arranging for travel and housing in the district for Phase students.

Clinical faculty members were asked to comment on those activities performed as part of the Phase program. The nine clinical faculty who commented viewed their role as liaison between the University and school districts as vital to the successful coordination of the Phase program partnership.

Clinical faculty acted as advocates for the Phase program within their respective school districts. Communication with UW was generally effective according to several CTL comments.

Clinical faculty indicated that recruiting mentor teachers for the Phase program was one of their most important jobs. Mentor teachers could volunteer, were chosen by administrative personnel, or clinical faculty would actively recruit teachers they believed would make exemplary mentors. Several clinical faculty believed that the success of recruitment efforts in the future will depend on the provision of adequate compensation for mentor teachers.

In addition to recruiting mentor teachers, clinical faculty believed that appropriate placement of Phase students with mentor teachers was a primary concern.

Of the 10 CTL faculty who commented, most voiced concerns about the process of placing university students with mentor teachers. They fear that if there are too many cohort groups at a time they will run out of mentors and teachers willing to be observed. CTL faculty requested information about students needing placement in a more timely fashion.

A large majority of the 11 CTL faculty who commented did provide or arrange for instruction in seminars for cohort groups. Seminars were seen as positive additions to the overall Phase experience.

A majority of the 10 CTL faculty who commented said they were instrumental in efforts to coordinate the evaluation of Phase students; however, several requested more time to visit Phase students throughout their school districts.

Clinical faculty indicated they were involved more in housing than in travel arrangements for their Phase students. Like travel, housing was regarded as the students' responsibility, although clinical faculty and mentor teachers often located or provided housing for students. There was a warning that as numbers get larger they will not be able to provide as much personal attention as with this cycle. Several clinical faculty from Albany and Laramie Counties remarked that housing was not a problem because UW students reside in this area.

The first of several open-ended questions asked if their role as a member of the clinical faculty was sufficiently clear. A majority of the 12 clinical faculty responding to this question believed that their role was sufficiently clear.

Clinical faculty were asked if the amount and type of compensation for their work was adequate. Most of the 12 clinical faculty who commented believed that the amount and type of compensation for their work was adequate. A few requested that additional release time be arranged to visit CTL classrooms, mentor teachers, and Phase students in the school district. One clinical faculty suggested differential compensation contingent upon the number of Phase students in the school district.

Clinical faculty were asked how mentor teachers in their district were chosen, whether they volunteered, were appointed, if so, by whom, and were minimum qualifications set. CTL committees may ask for volunteers to become mentor teachers, work with principals to select mentor teachers, and some clinical faculty reported working with superintendents of instruction and staff development to recruit mentor teachers. Qualifications mentioned for being a mentor teacher included: tenure, knowledge, desire, ability to share knowledge of teaching strategies, having a Masters degree, being an experienced classroom teacher, making a good match for a prospective Phase student, and having special skills.

Clinical faculty were asked if resources had been adequate in identifying and rewarding well-trained mentor teachers in their district. The twelve clinical faculty responding to this question were split in their views pertaining to the allocation of resources to mentor teachers. About half the clinical faculty believed that mentor teachers could make use of more extensive training by UW and the school districts and that they also deserved financial compensation.

Clinical faculty were asked what parts of the cohort concept are working well and what needs to be modified. Clinical faculty in towns with large cohort groups found it difficult to organize activities. They saw little cohesion among the students in large cohort groups. Smaller cohort groups "bonded" to a greater degree than larger cohort groups, thus allowing members to provide one another with emotional and professional support.

Clinical faculty were asked how communication between university methods teachers, the clinical faculty and the mentor teachers can be improve. Clinical faculty suggested several mechanisms for improving communication among university methods teachers, the clinical faculty, and mentor teachers: face-to-face meetings, holding workshops, having lunch together, arranging conferences, and sharing written outlines of course activities and goals.

Clinical faculty were asked what impact their district's participation in the Wyoming Teacher Education Program has had on teachers in their district. Clinical faculty characterized the impact of their districts' participation in the Phase program on classroom teachers in terms of the enjoyment of working with college students, the enthusiasm many Phase students contribute to their CTL sites, and the infusion of new ideas and perspectives on teaching.

Clinical faculty were asked what impact their district's participation in the Wyoming Teacher Education Program has had on their school and district. A few clinical faculty viewed the Phase program as providing the school districts with a potential source of new teachers who could be hired after completing their student teaching. Some believed that the Phase program conferred a certain amount of prestige on participating schools. Others mentioned the benefits of having UW personnel visit the CTL sites where they could provide inservices, workshops, or seminars to district personnel.

Clinical faculty were asked what incentives there are for their district's commitment to participate in the Wyoming Teacher Education Program over the long term. The potential for professional growth, the renewal of schools, and the opportunity to provide a higher-quality teacher education program were mentioned as incentives for continued participation in the Phase program. Clinical faculty believed that if cohort membership continues to increase in the future, more time will be needed for mentor teachers, college students, and UW faculty to meet in person for the purpose of coordinating activities. Also, monetary compensation for mentor teachers will eventually become necessary to ensure their participation in the Phase program.

Education Student Survey

Questionnaires were distributed by mail to members of Phase II cohorts following their completion of the month-long blocked field experience early in the semester. From the 95 students in Phase II, 22 responses were received by May 18, for a response rate of 23%.

Phase IIIb students were in the field throughout the whole semester, completing student teaching assignments and related site-based activities. To facilitate comparison between the experiences of Phase IIIb student teachers and their counterparts in the old program, surveys like those sent to WYCET student teachers were mailed to Phase IIIb participants in April. By May 18, 10 out of 46 students, only 22% percent of the total, had returned responses.

Owing to relatively low rates of return from students in Phases II and IIIb, readers are advised to interpret results from these surveys with extreme caution. Those responses for Phases II and IIIb should be considered as if they had been obtained from a volunteer sample, which may not be representative of the entire group of students.

Spring, 1994 Phase I Students

The response rate for an in-class written survey of students in Phase I was 61%. The profile of students in Phase I, Cycle D follows. Seventy-one percent were female; all but two were Caucasian. The median age of the group as a whole was 20-21, with 20% reporting ages older than 23, qualifying them as "non-traditional" in that respect. Another important index of non-traditional status, family formation, yielded a similar profile: Roughly 13% were married, and the same number--including some unmarried students--reported having dependents living with them.

The typical student estimated that she had completed something under 20 hours of coursework in education, and roughly twice that many credit-hours outside the College of Education. Some 60% of these students had taken all their classes at UW; about half of the remaining group, or 20% had transferred in from a community college. Three had earned AA degrees before entering the Phase program; 5 already held bachelor's degrees. No respondents in the spring cohorts reported holding advanced degrees.

More than half of those who had declared an area of concentration were preparing to teach at the elementary or early childhood levels. About one third were pursuing majors in content areas. Four of the 59 reported a dominant interest in Special Education.

As had their predecessors in Cycle C, Phase I students placed a high value on several aspects of their experiences in CTL's. A large majority characterized opportunities to observe pupils and teachers in natural classroom settings as an indispensable part of their training. Behaviors most frequently observed were instructional methods and styles, classroom management, students' learning styles, and informal social interaction.

Closely related to classroom observations were two other activities in which CTL mentor teachers played central roles. Many respondents wrote that informal conferences with mentors, in which a broad range of professional and personal topics were discussed, had been especially valuable to them. Several also cited the teaching of minilessons and other direct interventions with pupils as exciting and inspirational learning experiences.

Only three respondents indicated less-than-satisfactory experiences in CTL's. Unrewarding experiences noted in the open-ended responses typically involved uneasiness with a particular teacher's style or personality, or significant divergence between the Phase student's educational philosophy and the climate of learning observed in a particular school or classroom. Still, even these encounters, though inherently unpleasant, seemed valuable to some.

Blocking Phase classes on Thursdays and Fridays created schedule conflicts with other courses for some.

Phase I students have expressed a high level of satisfaction with on-campus activities in their cohorts. Cycle D registered even higher approval ratings than Cycle C had in the fall, though nothing like the strong consensus registered in support of CTL work emerged in either group. Only 2 students strongly disagreed that on-campus work had been particularly valuable to them this spring, while not a single respondent indicated strong agreement that they had undergone especially unrewarding experiences in

the campus-based component of their studies. Students found much to praise in their first semester of work in the campus-based component of the Phase program. A broad pattern of gratitude for the work of cohort leaders emerged in the written comments. Among activities mentioned as valuable were papers, lectures, and class discussions, which appear to have helped students personalize some of the more abstract lessons, and situate particular observations in appropriate theoretical contexts.

Several respondents believed that too much emphasis was placed on writing as a means of giving evidence of the achievement of objectives.

More than one student felt fairly strongly that their work on campus had failed to rise to the level of effectiveness they had experienced in CTL's. Some argued that course content should be changed to emphasize obviously practical material. Related comments contained requests for more work, and more substantial intellectual challenges.

A few respondents suggested that better coordination of CTL activities with on-campus work would enhance the effectiveness of instruction in Phase I. Others offered broad condemnations of campus-based activities. Frustration with conventional on-campus training had roots which went beyond Phase I, in some cases. In informal conversations, a pattern of disappointment with the EDCI 1010 prerequisite emerged. In general, such expressions of frustration were more likely to come from older, academically more advanced members of the cohorts.

A well-established theme of dissatisfaction with the uncertainty of program design ran through comments from students in all demographic categories. Several comments designated advising as an area calling for serious attention, and a source of considerable anxiety and resentment.

Some commentators perceived a connection between changes being made in program design and the difficulties so widely experienced by students in the area of advising. There was a sense that stabilizing program structure would permit a desirable degree of flexibility notably absent to date.

Scheduling problems arising from the Thursday/Friday blocked hours occasioned a broad pattern of comments. As in the Fall, students in some subject areas experienced serious interference with course selection during a Phase semester.

Phase I students appeared content with the degree to which their CTL activities are aligned with formal studies on campus. The factor of long-distance travel, mentioned as an overall design flaw by several students in Cycle C, was not an issue for students in Cycle D.

Twenty-five percent indicated that they were, as yet, undecided over whether the new program would prove more difficult for them to finance than the old would have been. Fifty-eight percent of respondents in Cycle D expressed the opinion that the Phase program would be more difficult for them to finance than the old program would have been.

Many students for whom the added expenses incurred in Phase I had posed no serious problems expressed apprehension over the prospect of major burdens associated with succeeding Phases:

Another area of concern centered on the additional costs of a five-year baccalaureate program. Among Phase I students, issues associated with lost income owing to delayed entry into the labor market were of minor importance. Some recipients of scholarships awarded them as outstanding students by the College of Education pointed out that this financial support would be withdrawn after four years, even though the new program is not designed to be completed in that time.

Trends are difficult to determine on the basis of a single year's observations, but this spring, owing to a lower number of non-traditional students, many concerns prominent in the comments of last fall's groups were absent. It is worth noting that many of those now entering the program, though they recognize that they are undertaking the most expensive undergraduate program of study in the university, cheerfully accept the extra costs as the price of excellence in their training.

Outcomes for Phase I were clear to 7 students out of 8, at least among respondents to the Cycle D survey.

Problems tended to cluster around practical questions of how to meet clearly-presented outcomes, and what point would be served by doing so. One respondent specified particular points of difficulty.

In other cycles, at other levels of study, students expressed concern over a perceived inconsistency in instruction and evaluation from cohort to cohort within Phases. This concern seems to have been absent in Cycle D. A broader concern, that of the alignment and articulation of outcomes beyond specific classes, at the program level, surfaced here, as it had elsewhere.

More than two-thirds of Phase I students surveyed this spring believed that their cohort leaders had done a good job of monitoring and evaluating their achievement in the course, an approval rate slightly higher than that given to CTL mentor teachers. Nearly four-fifths felt that the assessments they had received had been useful to them in their efforts to keep their work efficiently on target.

In written comments, no one complained that standards were too high; several students reported that they felt "grading was too easy." Respondents were grateful for comments and feedback received on their written work, and many expressed a wish that they had received even more such focused instruction.

Results on a scaled item suggest that students in Cycle D considered portfolio development a valuable activity, though they may not have been quite as enthusiastic about it as their predecessors in Cycle C. While it was not uncommon for last fall's students to attack the very idea of assembling a public school teacher's portfolio, such remarks were entirely absent this spring. Negative comments dealt only with respondents' apprehension that their efforts to prepare professional portfolios were not receiving the necessary guidance and support from university faculty. Ironically, an exercise intended to have authentic value to students and to provide valid evidence for evaluating meaningful outcomes of classroom learning is perceived by significant numbers of Phase trainees as nothing more than a form of currency to be applied toward the acquisition of college credits.

Not a single student strongly agreed that the amount of work was excessive; only 5 agreed to any extent. The related open-ended question, which applied the workload question to all education courses taken by respondents, turned up no dissatisfaction with the extent of work assigned in Phase courses. On the contrary, a few students remarked that the workload could have been greater. As in the fall, there were objections to the way in which assignments were paced, with major projects stacking up at the end of the semester. Six students complained that the workload they had encountered in their science and math seminars had left something to be desired. All agreed it had been too heavy for the 1 credit hour awarded.

Only about a quarter of the respondents disagreed in any degree with assertion that Phase I did not cause course conflicts, while nearly two-thirds agreed or strongly agreed with it. Even in Phase I, schedule conflicts with content-area courses were perceived as a major problem.

Well over half of Cycle D's Phase I students reported having experienced no significant conflict between their teacher training and their pursuit of a well-rounded education. Some of these commented

that they had avoided such conflicts by heeding the advice of their counselors in the College of Education not to schedule any activities which would conflict with their blocked work in courses.

Not more than 20% of Phase I students responding to the poll agreed to any extent that the program had interfered with their personal or social life. For students in Cycle D, this area of concern appears to have presented no significant problems during their underclass years.

Phase II Student Survey

Sparse returns on mail surveys undermined efforts to report representative attitudes and opinions. Since the response rate to the Phase II student survey was so low (23%), one cannot be confident that the demographic characteristics or opinions of this sample are like that of the entire group of 95 students. A better estimate of the demographic characteristics of this group is represented by the Fall, 1993 Phase I survey of this same Cycle C.

Although statistical treatment of the results is invalid, student comments in response to open-ended items on Part C of the survey might prove interesting, particularly to cohort leaders whose students will be rising to Phase II in the coming semesters.

The four weeks in the schools was seen to be the most valuable activity in Phase II by most of those commenting. Several students wrote that communication between the CTL and the university could be improved. There apparently were incidents where the CTL's did not know students were coming.

Several students commented that great differences in the expectations of different Phase II instructors was a problem. They suggested that "all cohort groups should cover the same material and have the same assignments."

Many who commented expressed the view that writing papers on top of working in the schools every day for 4 weeks was an excessive work load.

Although some felt the outcomes were clear, several thought the outcomes should be rewritten to make them clearer and less complex.

Most commenting felt they had been well-monitored and evaluated by their instructors.

Most of those commented found portfolios to be useless busy work though a few found them to be helpful in seeing how they were developing as teachers.

Several commented that they wished there had been greater preparation in working with exceptional children in the classroom, with discipline and mainstreaming.

Eight out of the ten students who commented reported that they had experienced schedule conflicts between Phase II and their content courses outside the College of Education.

Many of the few who commented found the program conflicted with their ability to keep a part-time job.

There were very strong statements that adding an extra year to the program was a serious financial burden, particularly in light of the fact that scholarships are for only four years.

Phase IIIb Students

As with the Phase II student survey, sparse returns (22%) on mail surveys of Phase IIIb students undermined efforts to report representative attitudes and opinions. No fair demographic characterization of the Phase IIIb students is possible, much less any kind of systematic comparison of their self-assessment of their performances in student teaching with those submitted by WYCET students.

Although statistical treatment of responses is impossible, student comments in response to open-ended items on Part II of the survey might prove interesting to some readers. These comments may be found in the Detailed Survey Results section of this report.

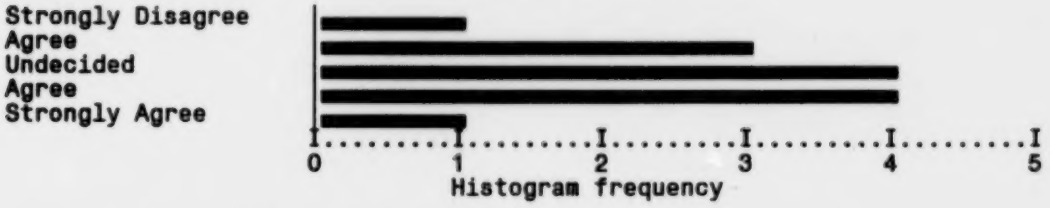
DETAILED SURVEY RESULTS

Fall, 1993 College of Education Faculty Survey

A survey of faculty teaching in the Phase program during Fall semester, 1993 was conducted. A written questionnaire was distributed early in December, 1993, with a request that it be completed and returned by December 15, 1993. As of January 15, 1994, 14 of the 18 faculty members surveyed had returned the questionnaire, for a response rate of 78%. The survey questionnaire included 23 scaled items and 9 open-ended items. For each scaled item, a column of the questionnaire encouraged comments and elaboration. The questionnaire is included in Appendix A. In summarizing the data, scaled items were coded numerically where 1 was "Strongly Disagree" and 5 was "Strongly Agree." Since this coding remains an ordinal scale, means and standard deviations for each item are not appropriate descriptive statistics, so only medians and modes are reported for these items.

1. **The major theme of the new program, "teacher as reflective decision-maker," provided an effective organizing principle for students in the cohort with whom I worked.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.1	7.7	7.7
Disagree	3	21.4	23.1	30.8
Undecided	4	28.6	30.8	61.5
Agree	4	28.6	30.8	92.3
Strongly Agree	1	7.1	7.7	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

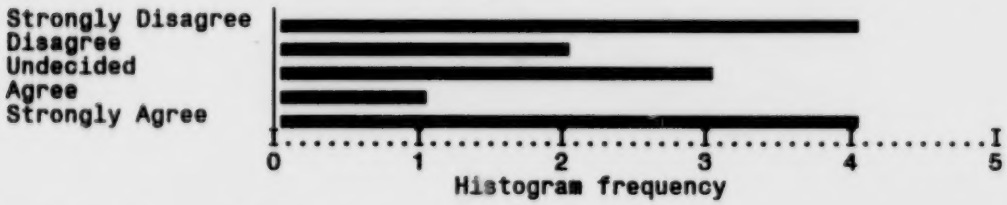


Median = 3 Modes = 3 and 4

Faculty neither strongly agree nor strongly disagree with whether the theme, "teacher as decision-maker was an effective organizing principle for students. Comments added to this item indicated that the theme is supported, in theory, by faculty, but they felt it was not emphasized or well articulated, often because of lack of time.

2. The Phase program, as currently implemented, embodies well the College vision, as I see it, of a renewed teacher education program.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	28.6	28.6	28.6
Disagree	2	14.3	14.3	42.9
Undecided	3	21.4	21.4	64.3
Agree	1	7.1	7.1	71.4
Strongly Agree	4	28.6	28.6	100.0
Total	14	100.0	100.0	



Median = 3 Modes = 1 and 5

Faculty are divided in their perception of whether the Phase program, as currently implemented, embodies well the College vision of a renewed teacher education program. Nearly equal numbers of faculty respondents agreed as disagreed with the item statement. Comments reflect this lack of consensus. Several faculty wrote that changes are necessary before the program embodies the vision of faculty.

3. Assignment of students in the Phase program to stable cohort groups appears to have enhanced their training.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	21.4	21.4
Disagree	3	21.4	21.4	42.9
Undecided	4	28.6	28.6	71.4
Agree	2	14.3	14.3	85.7
Strongly Agree	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Median = 3 Mode = 3

Most faculty did not feel that the assignment of students in the Phase program to stable cohort groups appears to have enhanced their training. They report that there is actually little stability in cohort groups and there is no consensus that it is a positive experience for students. There are suggestions that the cohort experience should include a greater variety of experiences.

4. Logistics of travel and housing for students were handled satisfactorily.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	23.1	23.1
Disagree	2	14.3	15.4	38.5
Undecided	1	7.1	7.7	46.2
Agree	5	35.7	38.5	84.6
Strongly Agree	2	14.3	15.4	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

Median = 4 Mode = 4

Although faculty were divided on whether logistics of travel and housing for students were handled satisfactorily, slightly more believed is was satisfactory than unsatisfactory. Although some faculty thought travel and housing were not a problem for their students, others expressed concern about traveling and housing in the more distance sites.

5. My students appear to be receiving effective advising.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	28.6	33.3	33.3
Disagree	4	28.6	33.3	66.7
Undecided	2	14.3	16.7	83.3
Agree	2	14.3	16.7	100.0
Strongly Agree	0	0.0	0.0	100.0
Missing	2	14.3	Missing	
Total	14	100.0	100.0	

Median = 2 Modes = 1 and 2

There is a strong concern that students may not receiving effective advising. Comments reflect lack of faculty knowledge concerning advising. Some feel that advising is inconsistent and that, in particular, Phase IIIa students during Fall, 1993 semester were misadvised.

6. The Phase program has clear, relevant performances standards for students.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	23.1	23.1
Disagree	2	14.3	15.4	38.5
Undecided	1	7.1	7.7	46.2
Agree	4	28.6	30.8	76.9
Strongly Agree	3	21.4	23.1	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

Median = 4 Mode = 4

Although faculty were divided on whether they thought the Phase program has clear, relevant performances standards for students, slightly more agreed with the item statement. In contrast, the majority of the 8 faculty commenting on this item see the performance standards as vague, trivial, or excessively wordy. There may be too many standards and too many are judged by writing tasks.

7. Performance standards have enabled me to provide my students with reliable, fair assessments of the stated outcomes.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	23.1	23.1
Disagree	4	28.6	30.8	53.8
Undecided	1	7.1	7.7	61.5
Agree	2	14.3	15.4	76.9
Strongly Agree	3	21.4	23.1	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

Median = 2 Mode = 2

Faculty were divided on whether performance standards had enabled them to provide their students with reliable, fair assessments of the stated outcomes, but slightly more felt they had not. Of the only 4 faculty members who commented on this item, all felt performance standards did not enable them to provide students with good assessment of outcomes, often due to time constraints.

8. My students' development of professional portfolios has enhanced the effectiveness of their training experiences.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	25.0	25.0
Disagree	2	14.3	16.7	41.7
Undecided	3	21.4	25.0	66.7
Agree	2	14.3	16.7	83.3
Strongly Agree	2	14.3	16.7	100.0
Missing	2	14.3		
Total	14	100.0	100.0	

Median = 3 Modes = 1 and 3

Faculty were nearly evenly distributed in their perception of the effectiveness of student portfolios as effective training experiences. Faculty feel the portfolio is playing little role in the program. It was not used in Phase IIIa by many of the instructors. The definition and role of the portfolio are unclear.

9. My students were well prepared to undertake the work required of them in my course.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	23.1	23.1
Disagree	3	21.4	23.1	46.2
Undecided	2	14.3	15.4	61.5
Agree	2	14.3	15.4	76.9
Strongly Agree	3	21.4	23.1	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

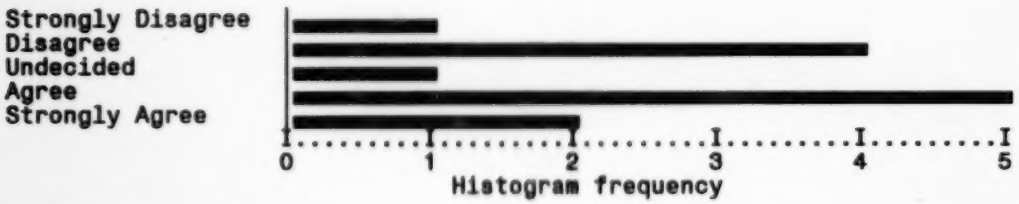
COUNT VALUE

Median = 3 Mode = 1, 2, and 5

Faculty were nearly evenly divided on whether their students were well prepared to undertake the work required of them in their course. Although there was some disagreement, there was some consensus that students were well prepared to undertake the work required of them in their course.

10. Course activities enabled my students to achieve the expected outcomes for their phase.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.1	7.7	7.7
Disagree	4	28.6	30.8	38.5
Undecided	1	7.1	7.7	46.2
Agree	5	35.7	38.5	84.6
Strongly Agree	2	14.3	15.4	100.0
Missing	1	7.1		
Total	14	100.0	100.0	



Median = 4 Mode = 4

Although faculty were divided on whether course activities enabled my students to achieve the expected outcomes for their phase, slightly more felt agree that they had. Of the only 5 faculty commenting on this item, the consensus among them was that their course activities did help students achieve outcomes, though time was short for Phase IIIa.

11. The total workload for students was commensurate with the number of credits awarded, in keeping with prevailing practice in the College of Education.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.1	7.7	7.7
Disagree	2	14.3	15.4	23.1
Undecided	3	21.4	23.1	46.2
Agree	5	35.7	38.5	84.6
Strongly Agree	2	14.3	15.4	100.0
Undecided	1	7.1		
Total	14	100.0	100.0	

Median = 4 Mode = 4

In responses to the scaled item, there was some consensus that the total workload for students was commensurate with the number of credits awarded, in keeping with prevailing practice in the College of Education. Comments reflect that the workload is seen as appropriate for all except Phase IIIa, specific methods for elementary education students.

12. Submission dates for materials used in evaluation of students did <u>not</u> impose undue stress either on students or on instructors.

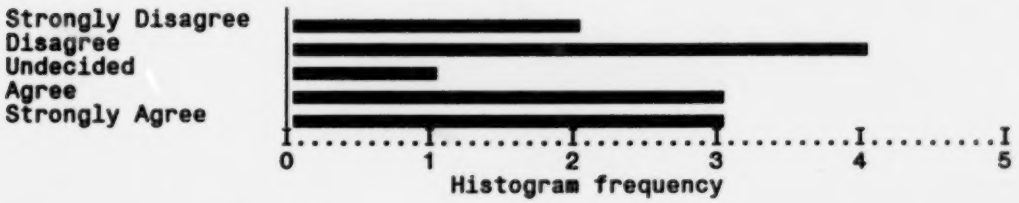
Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	35.7	38.5	38.5
Disagree	2	14.3	15.4	53.8
Undecided	1	7.1	7.7	61.5
Agree	3	21.4	23.1	84.6
Strongly Agree	2	14.3	15.4	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

Median = 2 Mode = 1

Although faculty were divided on whether submission dates for materials used in evaluation of students imposed undue stress either on students or on instructors, slightly more felt it had imposed undue stress. The consensus of those adding comments was that due dates placed a great deal of stress on students. Much of this was related to articulation difficulties between on-campus and CTL activities, particularly in Phase IIIa.

13. My undergraduate teaching assignments in the Phase program have been well aligned with my areas of professional specialization.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	14.3	15.4	15.4
Disagree	4	28.6	30.8	46.2
Undecided	1	7.1	7.7	53.8
Agree	3	21.4	23.1	76.9
Strongly Agree	3	21.4	23.1	100.0
Missing	1	7.1		
Total	14	100.0	100.0	



Median = 3 Mode = 2

Faculty were evenly divided on whether their undergraduate teaching assignments in the Phase program were well aligned with their areas of professional specialization. Of the only 6 faculty who commented on this item, most felt that their specialized professional knowledge was not used in the program.

14. My instructional responsibilities have drawn me out of my fields of major interest into areas where I feel less well qualified.

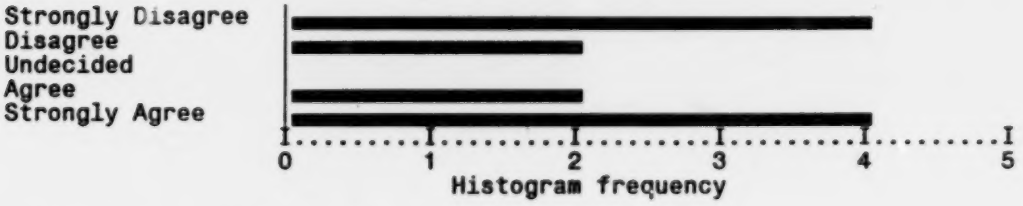
Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	23.1	23.1
Disagree	0	0.0	0.0	23.1
Undecided	0	0.0	0.0	23.1
Agree	5	35.7	38.5	61.5
Strongly Agree	5	35.7	38.5	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

Median = 4 Modes = 4 and 5

Although 3 faculty disagree, a large majority felt their instructional responsibilities had drawn them out of their fields of major interest into areas where I feel they felt less well qualified. But of the only 5 who commented on this item, the consensus was that being drawn out of their major field was not necessarily a negative, and even a benefit for some.

15. My time, as a human resource available to the College of Education, was well used in the Phase program.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	28.6	33.3	33.3
Disagree	2	14.3	16.7	50.0
Undecided	0	0.0	0.0	50.0
Agree	2	14.3	16.7	66.7
Strongly Agree	4	28.6	33.3	100.0
	2	14.3		
Total	14	100.0	100.0	

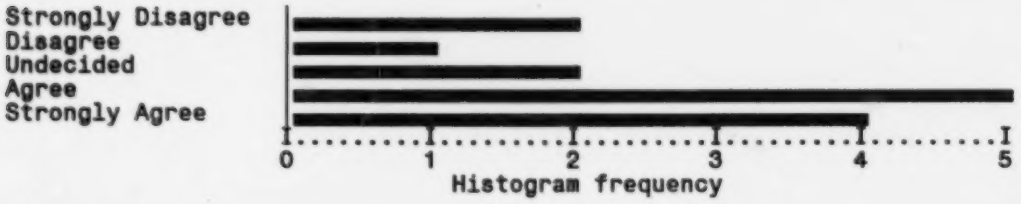


Median = 3 Modes = 1 and 5

There was sharp division among the faculty about whether they felt their time, as a human resource available to the College of Education, was well used in the Phase program. All but one faculty member adding a comment felt their time was not well used. The comments of these were generally that the amount of time spent in meetings was excessive or that the program required too much time.

16. I expect to participate in the Phase program in future years in roles similar to those I have played this semester.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	14.3	14.3	14.3
Disagree	1	7.1	7.1	21.4
Undecided	2	14.3	14.3	35.7
Agree	5	35.7	35.7	71.4
Strongly Agree	4	28.6	28.6	100.0
Total	14	100.0	100.0	

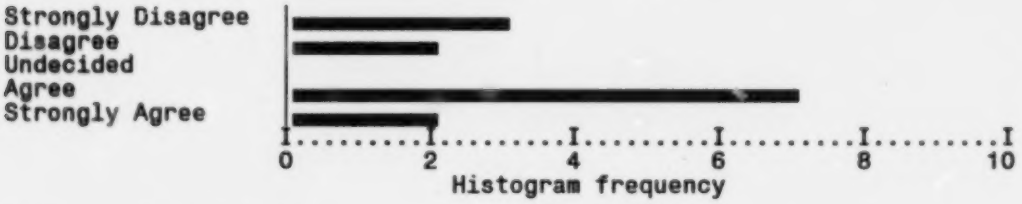


Median = 4 Mode = 4

A majority of faculty expect to participate in the Phase program in future years in roles similar to those I have played this semester. However, the bulk of those commenting expressed reluctance to continue but felt some lack of choice.

17. My students' on-campus work was well-coordinated with their experiences in the field.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	21.4	21.4
Disagree	2	14.3	14.3	35.7
Undecided	0	0.0	0.0	35.7
Agree	7	50.0	50.0	85.7
Strongly Agree	2	14.3	14.3	100.0
Total	14	100.0	100.0	

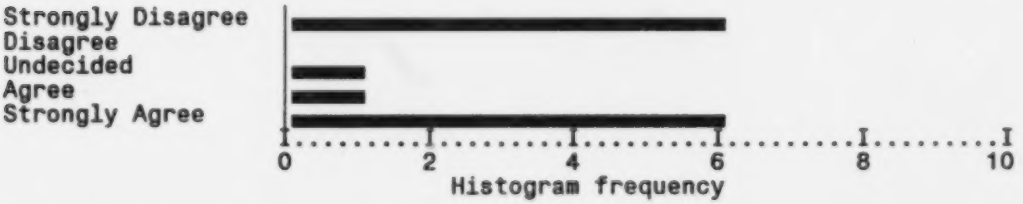


Median = 4 Mode = 4

Though faculty are sharply divided on whether they felt their students' on-campus work was well-coordinated with their experiences in the field, a majority felt it was well-coordinated. Comments clarify that on-campus and field experiences were not well-coordinated in Phase IIIa. Some expressed the idea that the coordination which did occur was due to their own efforts.

18. CTL faculty and mentor teachers have participated effectively in the planning of activities in the phase in which I worked.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	42.9	42.9	42.9
Disagree	0	0.0	0.0	42.9
Undecided	1	7.1	7.1	50.0
Agree	1	7.1	7.1	57.1
Strongly Agree	6	42.9	42.9	100.0
Total	14	100.0	100.0	



Median = 3.5 Mode = 1 and 5

Faculty were sharply and evenly divided on whether CTL faculty and mentor teachers had participated effectively in the planning of activities in the phase in which they worked. In comments, a range of experiences was reported. Some felt communication and planning was good, others thought it poor. The lack of communication in Phase IIIa was mentioned by many.

19. I am satisfied with the <u>amount</u> of evaluative feedback provided by CTL faculty and mentor teachers.

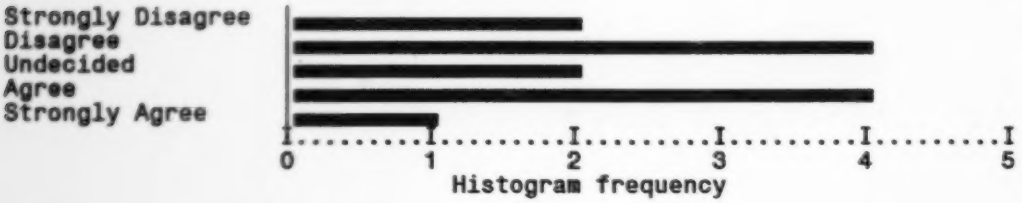
Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	14.3	14.3	14.3
Disagree	5	35.7	35.7	50.0
Undecided	2	14.3	14.3	64.3
Agree	3	21.4	21.4	85.7
Strongly Agree	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Median = 2.5 Mode = 2

Although faculty were divided in whether or not they felt satisfied with the <u>amount</u> of evaluative feedback provided by CTL faculty and mentor teachers, a slight majority felt dissatisfied. In comments, several reported that there was little evaluative feedback provided by the teachers in the field.

20. I am satisfied with the quality of evaluative feedback provided by CTL faculty and mentor teachers.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	14.3	15.4	15.4
Disagree	4	28.6	30.8	46.2
Undecided	2	14.3	15.4	61.5
Agree	4	28.6	30.8	92.3
Strongly Agree	1	7.1	7.7	100.0
Missing	1	7.1		
Total	14	100.0	100.0	



Median = 3 Mode = 2 and 4

Faculty were nearly evenly divided in their satisfaction with the quality of evaluative feedback provided by CTL faculty and mentor teachers. Only 4 faculty added a comment to this item. Since few experienced evaluative feedback from the field, it may have been irrelevant for most to comment on its quality.

21. My experiences in the CTL have contributed significantly to my professional growth.

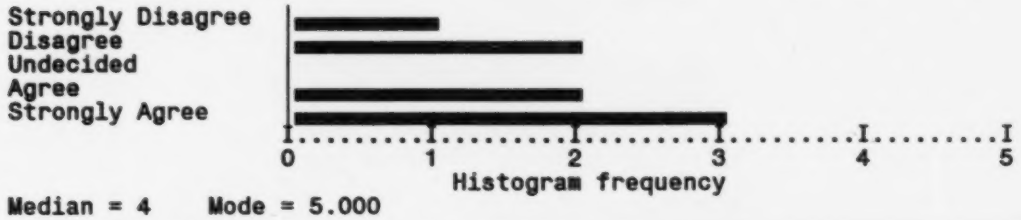
Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	14.3	15.4	15.4
Disagree	2	14.3	15.4	30.8
Undecided	2	14.3	15.4	46.2
Agree	1	7.1	7.7	53.8
Strongly Agree	6	42.9	46.2	100.0
Missing	1	7.1		
Total	14	100.0	100.0	

Median = 4 Mode = 5

A majority of faculty felt that their experiences in the CTL had contributed significantly to their professional growth. Of the 7 faculty adding a comment to this item only 2 thought it had not contributed to professional growth. Most felt it had contributed, even that this was the best part of the program.

22. Logistics of travel and housing for me were handled satisfactorily.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.1	12.5	12.5
Disagree	2	14.3	25.0	37.5
Undecided	0	0.0	0.0	37.5
Agree	2	14.3	25.0	62.5
Strongly Agree	3	21.4	37.5	100.0
Missing	6	42.9		
Total	14	100.0	100.0	



Median = 4 Mode = 5.000

Only 8 of 14 (53%) faculty responded to the question of extent to which logistics of travel and housing for them were handled satisfactorily. Only 3 faculty added a comment. Since faculty arranged their own travel and housing, they felt it was satisfactory.

23. My actual instructional efforts are fairly represented in the faculty workload formula.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	21.4	21.4	21.4
Disagree	4	28.6	28.6	50.0
Undecided	3	21.4	21.4	71.4
Agree	3	21.4	21.4	92.9
Strongly Agree	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Median = 2.5 Mode = 2

The majority of faculty felt that their actual instructional efforts are not fairly represented in the faculty workload formula. Most comments expressed the view that the amount of time spent was excessive in relation to the faculty workload formula.

Open-Ended Items

1. **What experiences and assignments were most effective for students in achieving the expected outcomes of their phase?**

   Involvement in classrooms, observing and teaching in the schools are seen to be among the most effective experiences.

2. **How should experiences and assignments be modified in the future to better meet the needs of your students?**

   Better coordination, co-planning, and communication between methods professors and CTL mentor teachers would help. Other suggestions are unique. Please see Appendix B.

3. **Did all students in your cohort group received CTL placements well aligned with their professional aspirations? Have standards of supervision and evaluation been adequate to ensure the equivalence of training experiences offered students in different cohort groups?**

   Responses were roughly evenly divided between those who thought placements were good, and those who thought CTL placements were less well aligned with students' professional aspirations.

4. **Is the present use of human resources efficient? If not, how might we make more effective use of instructional and support personnel?**

   Nearly all who responded to this item answered "no." The plan to use 3- or 4-member teams in elementary Phase IIIa was seen as a change which would help. Other suggestions included securing more faculty, assigning a secretary to each phase team, combining general and specific methods, and using field representatives.

5. **Some of our students have reported encountering academic, social, or financial hardships associated with fieldwork assignments. Are there ways in which the program could be modified to reduce such hardships, without compromising the integrity of our new standards for professional training?**

   A common suggestion was to make the earlier experiences closer to Laramie - either in Laramie during early summer, or using WCTL-L, Laramie, and Cheyenne exclusively for Phase I and II. Other ideas were to make participation in the program voluntary, and to make better use of simulations, videos, compressed video for observation.

6. **Were your partners in the schools and classrooms where your student worked appropriately involved in the planning and assessment of your students' learning? If you believe there is room for improvement in this area, what measures might be implemented to strengthen the partnership?**

   Except for 2 faculty responding, the consensus is that CTL teachers were not involved enough in the planning and assessment of student learning. More to the point, there is a need for advance communication and establishment of a common understanding of what curriculum and methods should be experienced by students.

7. **Have you found work in the Phase program professionally and/or personally rewarding?**

   Those responding to this question were about equally divided between those who found it rewarding and those who did not.

8. **In your view, does the Phase program provide a vehicle for the delivery of important content?**

   Most of those responding felt the program as currently configured does not provide for the delivery of important content. There is the concern that the program lacks sufficient substance.

9. **Please submit any further observations, ideas, or questions which you think might contribute to a full and fair evaluation of the current effectiveness of the Phase program.**

   Several unrelated ideas were expressed by different faculty. Many of the ideas are contained in responses to previous sections. Please see Appendix B.

Fall, 1993 CTL Teacher Survey

A survey of mentor teachers in Wyoming Centers for Teaching and Learning (CTLs) who worked with UW students in the Phase program during Fall semester, 1993 was conducted. A written questionnaire was distributed early in December, 1993, with a request that it be completed and returned by December 15, 1993. As of January 15, 1993, 55 (31%) of the 177 surveys sent were returned. There was no list of the names of mentor teachers available through the Office of Undergraduate Studies or the Wyoming School University Partnership. So, the contact teachers in the Wyoming Centers for Teaching and Learning throughout the state were, and a mailing list was developed based on their lists of mentor teachers. It is clear than not all 177 teachers to whom the survey was sent actually worked with UW students during Fall, 1993. Thus, it is impossible to accurately estimate the actual response rate of those for whom the survey was actually intended. Since surveys from 124 Phase I and IIIa students were collected, a minimum response rate of 44% can be estimated.

The survey questionnaire included 15 scaled items and 9 open-ended items. For each scaled item, a column of the questionnaire encouraged comments and elaboration. The questionnaire is included in Appendix A. In summarizing the data, scaled items were coded numerically where 1 was "Strongly Disagree" and 5 was "Strongly Agree." Since this coding remains an ordinal scale, means and standard deviations for each item are not appropriate descriptive statistics, so only medians and modes are reported for these items.

1. **The major theme of the new program, "teacher as reflective decision-maker," has provided an effective organizing principle of students in the cohort with whom I worked.**

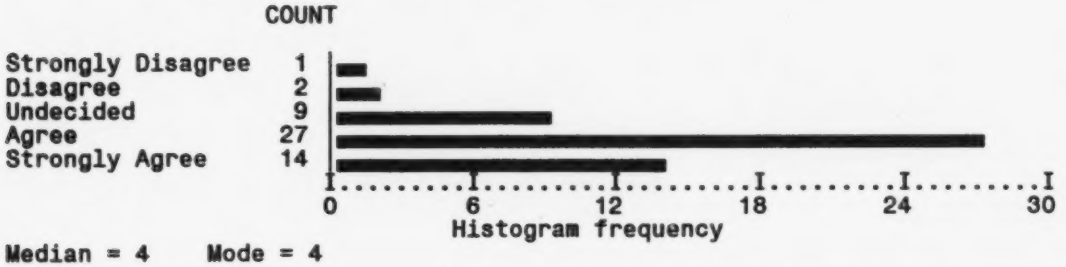
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	1.9	1.9
Disagree	5	9.1	9.6	11.5
Undecided	14	25.5	26.9	38.5
Agree	28	50.9	53.8	92.3
Strongly Agree	4	7.3	7.7	100.0
Missing	3	5.5		
Total	55	100.0	100.0	

Median = 4 Mode = 4

Most CTL faculty agreed that the major theme of the new program, "teacher as reflective decision-maker," has provided an effective organizing principle for their UW students. In contrast, several CTL faculty commented that they found this theme to have little practical value as an organizing principle for their UW students. Five comments stated that they were unaware of any such organizing theme.

2. **Assignment of students in the Phase program to stable cohort groups appears to have enhanced their training.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	1.9	1.9
Disagree	2	3.6	3.8	5.7
Undecided	9	16.4	17.0	22.6
Agree	27	49.1	50.9	73.6
Strongly Agree	14	25.5	26.4	100.0
Missing	2	3.6		
Total	55	100.0	100.0	



Median = 4 Mode = 4

A large majority of mentor teachers agreed or strongly agreed that assignment of students in the Phase program to stable cohort groups appeared to have enhanced their training. Their added comments reflected two views: (1) seven CTL faculty said cohort groups helped UW students by serving as a source of emotional support and as a forum in which they felt comfortable discussing their teaching experiences, or (2) four CTL faculty commented that cohort affiliations were too cohesive and this prevented UW students from "blending into the on-site faculty". In a few instances, it was noted that UW students did not appear to "fit in well" with their fellow UW cohort-group members.

3. The new program has clear, relevant performance standards for students.

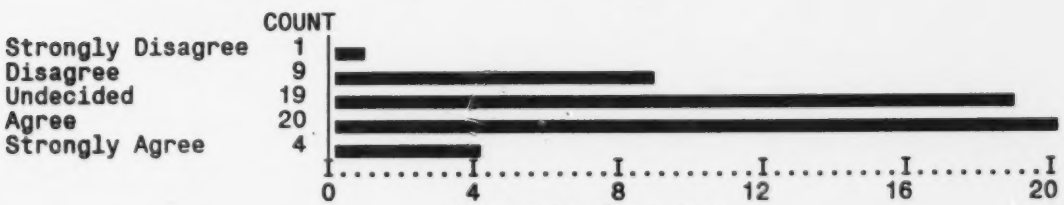
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	12.7	12.7
Disagree	8	14.5	14.5	27.3
Undecided	17	30.9	30.9	58.2
Agree	20	36.4	36.4	94.5
Strongly Agree	3	5.5	5.5	100.0
Total	55	100.0	100.0	

Median = 3 Mode = 4

A slight majority of CTL respondents thought the new program had clear, relevant performance standards for students. But among those 20 CTL faculty adding comments, a majority felt performance standards were never made clear to CTL faculty. According to seven comments, UW students were reportedly confused by standards characterized as "vague," "incomplete," or which changing relative to different expectations from UW professors.

4. Performance standards have enabled me to provide my students and their UW instructors with reliable, fair assessments of student outcomes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	1.9	1.9
Disagree	9	16.4	17.0	18.9
Undecided	19	34.5	35.8	54.7
Agree	20	36.4	37.7	92.5
Strongly Agree	4	7.3	7.5	100.0
Missing	2	3.6		
Total	55	100.0	100.0	

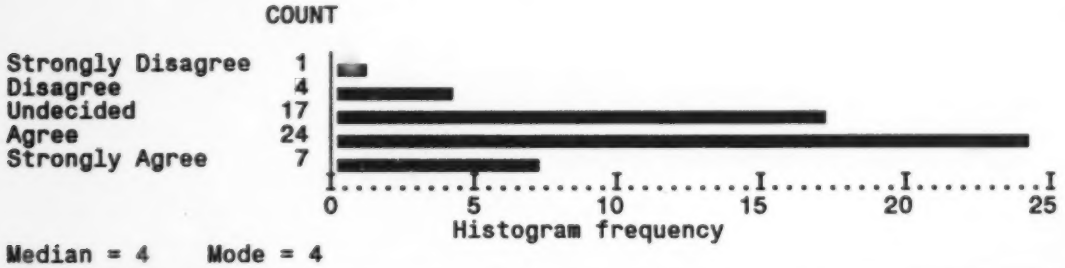


Median = 3 Mode = 4

A small majority of CTL teachers felt performance standards had enabled them to provide their students and their UW instructors with reliable, fair assessments of student outcomes. Four CTL faculty they reported that performance standards and student outcomes were not clear and, therefore, difficult to assess. UW faculty did not appear concerned about the role or contribution of CTL faculty in the process of assessing UW students according to three comments. More information concerning how to assess UW students was requested in one comment as was a standardized assessment instrument with which to assess UW students.

5. Logistics of travel and housing for students were handled satisfactorily.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	1.9	1.9
Disagree	4	7.3	7.5	9.4
Undecided	17	30.9	32.1	41.5
Agree	24	43.6	45.3	86.8
Strongly Agree	7	12.7	13.2	100.0
Missing	2	3.6		
Total	55	100.0	100.0	

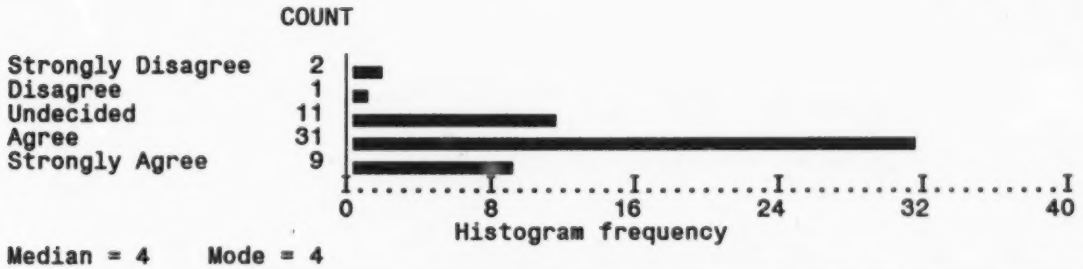


Median = 4 Mode = 4

Most CTL faculty thought that the logistics of travel and housing for students were handled satisfactorily. Comments related to this question were largely that travel arrangements made by UW for its cohort students were considered to be excellent. Though several commented that housing was generally not a problem, they believed this was due in large part to the efforts of CTL faculty who located provided housing for UW students. Several other comments requested that UW take greater responsibility for cohort students' housing and not assume that housing can always be located and/or provided by CTL faculty.

6. CTL activities helped my university students achieve the expected outcomes for their phase.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.6	3.7	3.7
Disagree	1	1.8	1.9	5.6
Undecided	11	20.0	20.4	25.9
Agree	31	56.4	57.4	83.3
Strongly Agree	9	16.4	16.7	100.0
Missing	1	1.8		
Total	55	100.0	100.0	

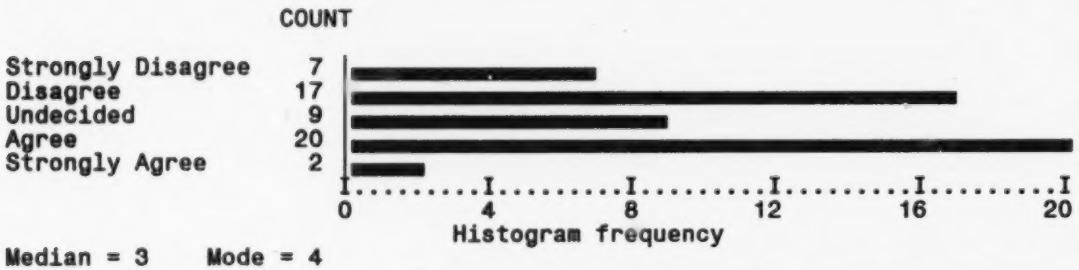


Median = 4 Mode = 4

A large majority of partnership teachers believed that CTL activities helped their university students to achieve the expected outcomes for their phase. To the extent CTL faculty were unsure about expected outcomes, they were also unsure about how well specific activities helped students achieve those outcomes. Several comments indicated that they were not aware of many Phase outcomes in advance of what students told them was expected upon arrival at their CTL sites. However, even in these instances many CTL faculty believed they were able to provide meaningful activities that helped UW students achieve the outcomes for their Phase.

7. My students' on-campus work has been well-coordinated with their experiences in the field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	12.7	12.7
Disagree	17	30.9	30.9	43.6
Undecided	9	16.4	16.4	60.0
Agree	20	36.4	36.4	96.4
Strongly Agree	2	3.6	3.6	100.0
Total	55	100.0	100.0	

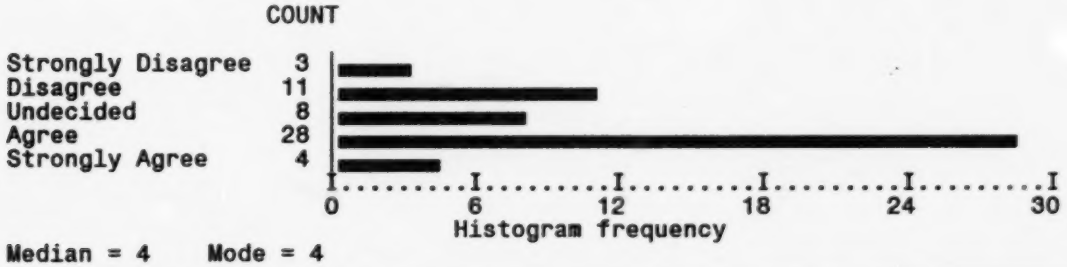


Median = 3 Mode = 4

There was disagreement among CTL teachers about whether their students' on-campus work had been well-coordinated with their experiences in the field. Teachers were nearly evenly divided concerning this item. Out of 13 comments expressing concern over a perceived lack of coordination, about one-third believed a lack of communication was to blame for the poor timing of many on-campus assignments; another third believed US students were being assigned too much unnecessary "busy work," and the final third remarked that many of the on-campus assignments were "out of tune with reality in the classroom."

8. Scheduling of visits by cohort groups has fit in well with the rhythms of instruction and learning in my school/classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.5	5.6	5.6
Disagree	11	20.0	20.4	25.9
Undecided	8	14.5	14.8	40.7
Agree	28	50.9	51.9	92.6
Strongly Agree	4	7.3	7.4	100.0
Missing	1	1.8		
Total	55	100.0	100.0	

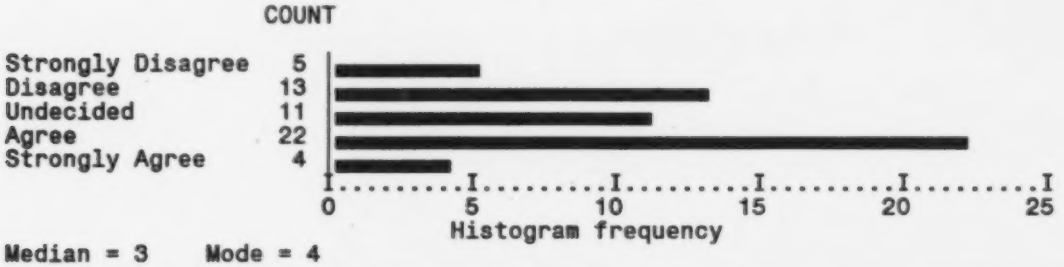


Median = 4 Mode = 4

Most CTL mentor teachers felt that scheduling of visits by cohort groups fit in well with the rhythms of instruction and learning in their school/classroom. Several comments clarified that UW students were not in their CTL classrooms long enough at any one time. Larger blocks of time were requested for this purpose. Friday afternoons were mentioned in three CTL comments as being a poor time for UW students to be in the classroom. Another three comments said that the timing of UW assignments was disruptive to their regular classroom activities; for example, "... Phase III asked for identification of lessons taught on a ceratin date 2-3 months in advance. This was unrealistic."

9. CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in the phase in which I worked.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.1	9.1	9.1
Disagree	13	23.6	23.6	32.7
Undecided	11	20.0	20.0	52.7
Agree	22	40.0	40.0	92.7
Strongly Agree	4	7.3	7.3	100.0
Total	55	100.0	100.0	

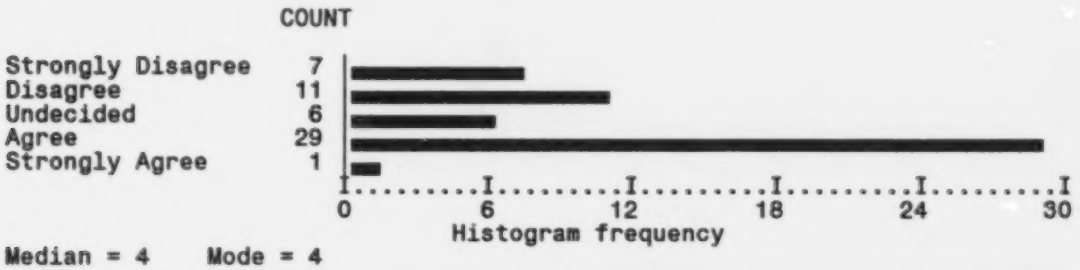


Median = 3 Mode = 4

Although a majority of CTL faculty and mentor teachers felt they had participated effectively in the planning of activities and evaluation procedures in the phase in which they worked there were a sizeable percentage who felt they had not. According to 12 comments, mentor teachers and CTL faculty rarely, if ever, participated in the planning of activities and evaluation procedures: "We did not participate in either planning or effective evaluation," "I wasn't asked to participate in the planning!", "The faculty did not plan with us at all."

10. UW instructors requested an adequate amount of assessment and evaluative feedback on our students' work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	13.0	13.0
Disagree	11	20.0	20.4	33.3
Undecided	6	10.9	11.1	44.4
Agree	29	52.7	53.7	98.1
Strongly Agree	1	1.8	1.9	100.0
Missing	1	1.8		
Total	55	100.0	100.0	

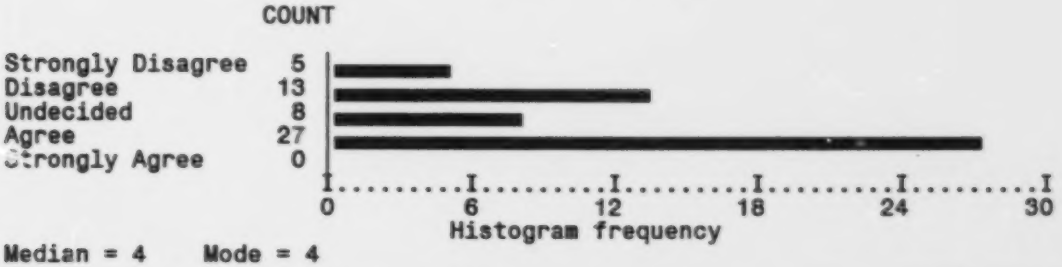


Median = 4 Mode = 4

A large majority of CTL teacher thought that UW instructors requested an adequate amount of assessment and evaluative feedback on our students' work. However up to 33% did not feel this was true. The perception among eight who wrote comments was that UW instructors requested very little to no assessment or evaluative feedback from CTL faculty: "I don't recall any amount of assessment and evaluation feedback." Three commented that Art was the only subject for which an assessment form was provided and feedback requested from CTL teachers.

11. **UW instructors requested appropriate <u>kinds</u> of assessment and evaluative feedback on our students' work.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.1	9.4	9.4
Disagree	13	23.6	24.5	34.0
Undecided	8	14.5	15.1	49.1
Agree	27	49.1	50.9	100.0
Strongly Agree	0	0.0	0.0	100.0
Missing	2	3.6		
Total	55	100.0	100.0	

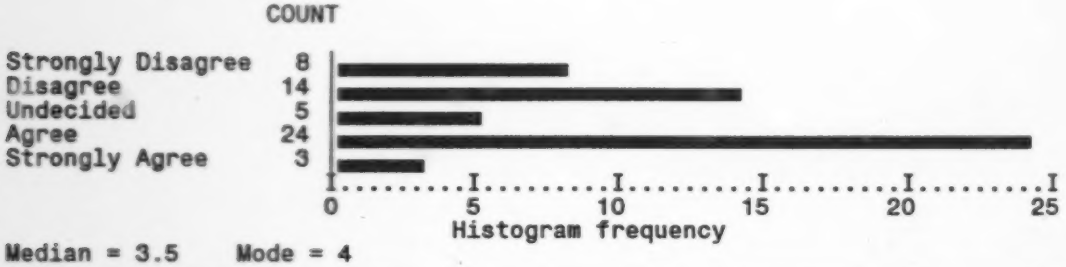


Median = 4 Mode = 4

Though a majority of CTL teacher who responded to the survey agreed that UW instructors had requested appropriate <u>kinds</u> of assessment and evaluative feedback on their students' work, one-third disagreed. Six CTL faculty believed there was "no real direction" in this area. One comment expressed disappointment that CTL faculty were not asked to be more involved in assessing UW students: "We had the students 1/3 of the time. Our input should have been valuable!"

12. The university and the school district have provided adequate training and support for mentor teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	14.5	14.8	14.8
Disagree	14	25.5	25.9	40.7
Undecided	5	9.1	9.3	50.0
Agree	24	43.6	44.4	94.4
Strongly Agree	3	5.5	5.6	100.0
Missing	1	1.8		
Total	55	100.0	100.0	

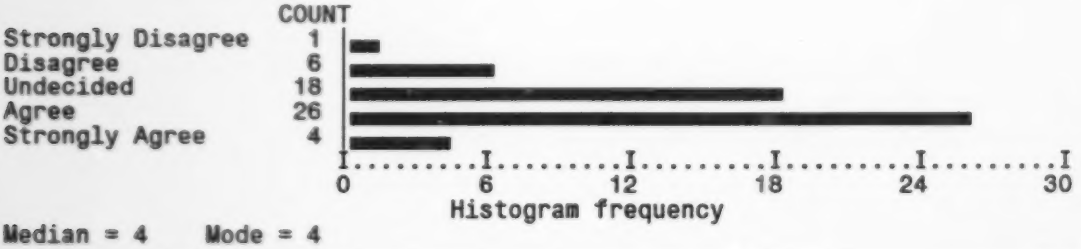


Median = 3.5 Mode = 4

A slight majority of CTL teachers felt that the university and the school district had provided adequate training and support for mentor teachers, but a sizable minority disagreed. Concern over a general lack of training was expressed by eight CTL faculty: "I don't recall any training or support given", "have had none", "most of us had little or no training".

13. My time, as a resource made available to teacher education, has been well used in the Phase program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	1.8	1.8
Disagree	6	10.9	10.9	12.7
Undecided	18	32.7	32.7	45.5
Agree	26	47.3	47.3	92.7
Strongly Agree	4	7.3	7.3	100.0
Total	55	100.0	100.0	

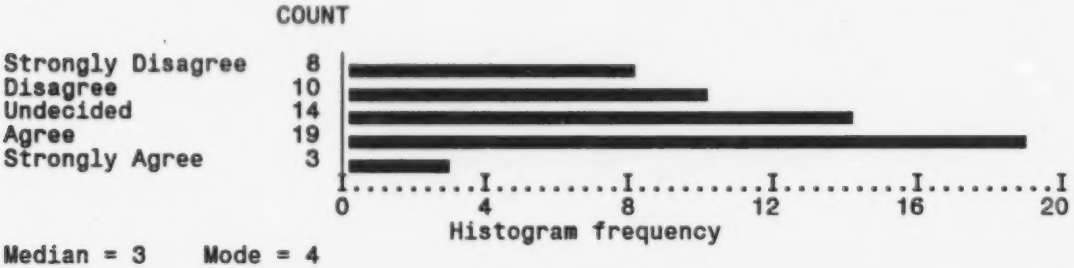


Median = 4 Mode = 4

A majority of CTL teachers felt their time, as a resource made available to teacher education, had been well used in the Phase program. Five comments indicated that they were frustrated by the amount of time used to facilitate UW students' completion of on-campus assignments: "we redid lessons two or three times to get a grade from a University teacher."

14. My instructional efforts in UW's Phase program have been appropriately recognized and compensated by the school district.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	14.5	14.8	14.8
Disagree	10	18.2	18.5	33.3
Undecided	14	25.5	25.9	59.3
Agree	19	34.5	35.2	94.4
Strongly Agree	3	5.5	5.6	100.0
Missing	1	1.8		
Total	55	100.0	100.0	

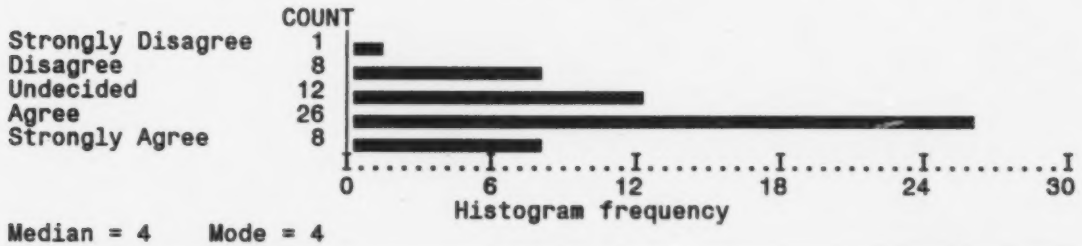


Median = 3 Mode = 4

Partnership teachers were neutral concerning whether their instructional efforts in UW's Phase program had been appropriately recognized and compensated by the school district. Nine CTL faculty felt they had received little or no recognition or compensation: "No recognition or compensation here – just lots of work." Money, tuition waivers, and release time were suggested as possible ways to provide adequate compensation.

15. My experiences with UW faculty and students in the Phase program have contributed significantly to my professional growth.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	1.8	1.8
Disagree	8	14.5	14.5	16.4
Undecided	12	21.8	21.8	38.2
Agree	26	47.3	47.3	85.5
Strongly Agree	8	14.5	14.5	100.0
Total	55	100.0	100.0	



Median = 4 Mode = 4

A large majority of CTL faculty reported that their experiences with UW faculty and students in the Phase program had contributed significantly to their professional growth. Seven CTL faculty commented specifically on how much they enjoyed having UW students in their classrooms. Three comments reported too little contact with UW faculty to make an evaluation.

Open Ended Questions

1. What experiences in your class/school were most effective for students in achieving the expected outcomes for their phase?

Giving UW students the experience of applying in the classroom what had been taught at the university was considered valuable by CTL faculty. Planning lessons, teaching them, assessing students' work, and subsequently evaluating the effectiveness of that lesson for the purpose of making modifications was also mentioned as an effective experience for UW students in achieving expected Phase outcomes. More time for mentor teachers and UW students to "reflect" together about lessons taught was suggested as being potentially helpful for clarifying the relationship between experiences in the classroom and Phase outcomes.

2. How should assignments for university students be modified in the future to better meet their needs and the needs of your students?

CTL faculty suggestions included the following: There is a need to coordinate assignments for the university students with the curriculum that teachers are responsible for delivering in the CTLs, "integrated units" are great in theory but often create unrealistic teaching expectations for mentor teachers and their UW students, more efficient planning and communication between UW professors and mentor teachers is needed so that each party knows in advance of cohort visits what the UW students are to accomplish in the classroom. The "assignment sheets" given to Phase IIIa students prior to each CTL visit were mentioned as being quite helpful in this regard.

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3. Did all students in your CTLs cohort group receive placements well aligned with their professional aspirations?

Responses indicated that CTL faculty believed most UW students received placements that were well aligned with their professional aspirations.

4. Is the present use of human resources efficient? If not, how might we make more effective use of instructional and support personnel?

About half the comments stated that the present use of human resources was sufficient. Some CTL faculty pointed out that the EDUC 4250 methods portion of Phase IIIa was not well coordinated with various classroom curricula and suggested: (1) that fewer methods professors be assigned, and (2) that methods professors visit the CTL sites as part of an effort to improve communication with mentor teachers and as means for understanding what kinds of assignments might be most relevant for UW students in particular classroom settings.

5. Some of our students have reported encountering academic, social, or financial hardships associated with fieldwork assignments. Are there ways in which the program could be modified to reduce such hardships, without compromising the integrity of our new standards for professional training?

Suggestions for reducing academic, social, or financial hardships of students included honoring students' requests for cohort assignments at locations where they have friends and/or family they could stay with, restructuring CTL experiences into blocks of time appeared to work well, as in Phase II; create a fund of some sort to help UW students pay for the added expenses these hardships involve.

6. Were you appropriately involved as a partner with UW faculty in the planning and assessment of your students' learning? If you believe there is room for improvement in this area, what should be done to strengthen the partnership?

CTL faculty expressed confusion over the learning goals for UW students that were being assessed: "The students were evaluated on goals that were not made clear to the CTL staff". A lack of communication existed between university professors and CTL faculty and, in many cases, CTL faculty were not asked for any input concerning an assessment of their UW students' work. Some suggestions were to make mentor teacher full partners in the process of assessing UW students, mentor teachers and professors should plan together what the student is to accomplish on any given visit, and generally more frequent communication is needed in the early stages of each Phase.

7. Have you found your work in the new program professionally and/or personally rewarding? Please explain.

Comments indicated that CTL faculty did find the program professionally and/or personally rewarding. Mentor teachers said they enjoyed having the UW students in their classrooms, they learned from their students as well as teaching them, that the Phase program had opened a new channel of communication between the schools and the university, and that working with the UW students encouraged mentor teachers to reflect on their own classroom teaching methods and assumptions about how children learn.

8. In your view, does the Phase program provide a vehicle for the delivery of important content to students?

Although the precise nature of the academic content UW students received at the university was not known by most CTL faculty, it was the experience of translating this content into actual classroom practice that CTL faculty found most helpful for the UW students: "The important content is learning to

relate to real students and real schools." The amount of content the university expected UW students to absorb was said to be unrealistic and, at times, not well-coordinated with the subject-matter content being taught in the CTL classrooms. Practical teaching experience in the schools required UW students to gain knowledge in content areas not always addressed at the university.

9. Please submit any further observations, ideas, or questions which you think might contribute to a full and fair evaluation of the current effectiveness of the undergraduate program.

Several unrelated ideas were expressed by different faculty. Many of the ideas are contained in responses to previous sections. Please see Appendix B.

Fall, 1993 Education Student Survey

A survey of students in the Phase program during Fall semester, 1993 was conducted. A written questionnaire was administered in Phase I and Phase IIIa general methods classes during later November and early December, 1993. Time was allowed for students to complete the questionnaire in class or to take home the section containing open-ended questions if more time or space for elaboration was needed. Of the Phase I students, 69 completed questions and 55 Phase IIIa students did so. The four Phase II students during Fall, 1993, also completed questionnaires, but the results of these surveys are not included in this report.

The student questionnaire consisted of three parts. Part A requested demographic information, Part B was comprised of 17 scaled items, and Part C included 16 open-ended items. Students in Phase IIIa were able to respond in separately to their Phase IIIa General Methods experience and to their Phase IIIa Specific Methods experience if their rating on a given item was different for each. The questionnaire is included in Appendix XX. In summarizing the data, scaled items were coded numerically where 1 was "Strongly Disagree" and 5 was "Strongly Agree." Since this coding remains an ordinal scale, means and standard deviations for each item are not appropriate descriptive statistics, so only medians and modes are reported for these items.

Fall, 1993 Phase I

Demographic Characteristics

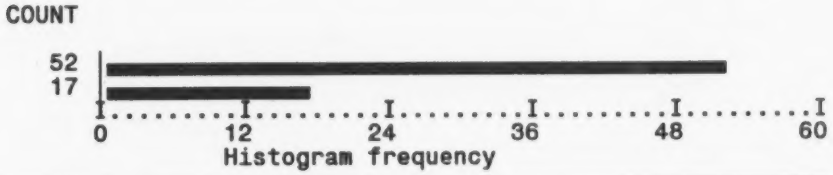
The profile of students in Phase I follows. Seventy-five percent are female, 88% are Caucasian, the median age is 20-21. Although some 20% of the 69 students surveyed in Phase I were married, only 10% reported that dependents were presently living with them. A large majority of participants meet the profile of the "traditional" college student.

Students had completed an estimated median of 19 hours in education, 14 hours outside education, and a total of 51 total hours, estimated separately by students. More than 1/3 (38%) of these students had transferred from a community college or other college or university. Five respondents indicated that they had already earned a bachelor's degree; two of these also reported having earned M.S. degrees.

A majority of the students were preparing for early childhood and elementary education although at least 30% were preparing to teach at the middle school, junior high or high school level.

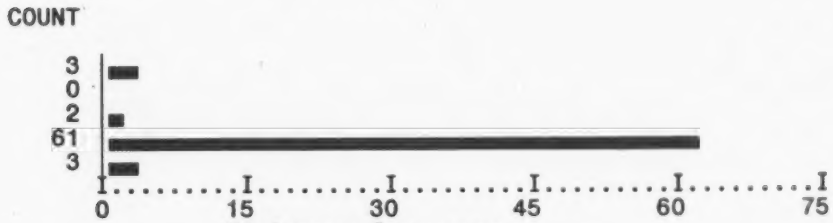
Sex

	Frequency	Percent
Female	52	75.4
Male	17	24.6
Total	69	100.0



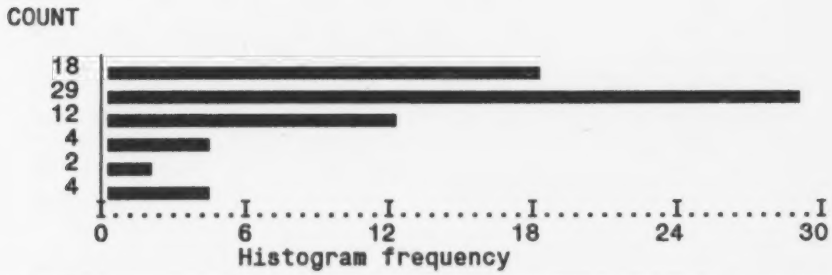
Ethnic Group or Race

	Frequency	Percent
Hispanic	3	4.3
Black	0	0.0
Asian-American	2	2.9
Caucasian	61	88.4
Other	3	4.3
Total	69	100.0



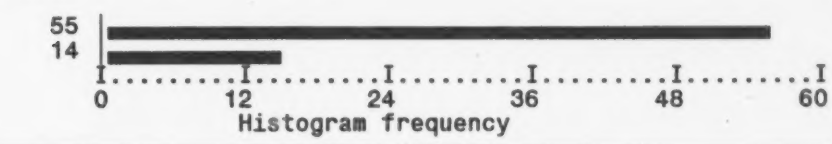
Age Group

	Frequency	Percent	Valid Percent	Cumulative Percent
18-19	18	26.1	26.1	26.1
20-21	29	42.0	42.0	68.1
22-23	12	17.4	17.4	85.5
24-29	4	5.8	5.8	91.3
30-39	2	2.9	2.9	94.2
40 or over	4	5.8	5.8	100.0
Total	69	100.0	100.0	



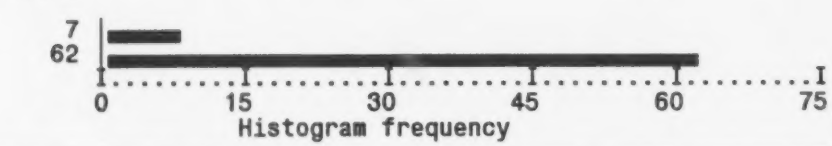
Marital Status

	Frequency	Percent	
Single	55	79.7	
Married	14	20.3	
Total	69	100.0	100.0



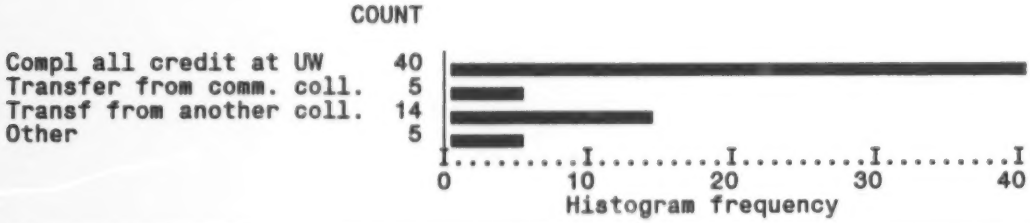
Dependents living with you?

	Frequency	Percent
Yes	7	10.1
No	62	89.9
Total	69	100.0



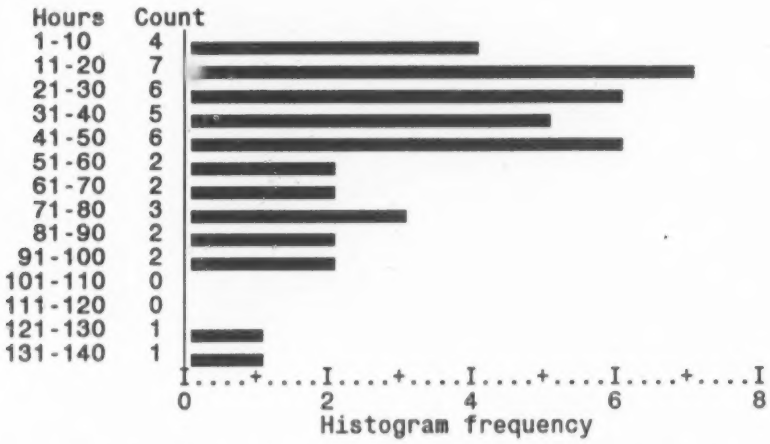
Transfer Status

	Value	Frequency	Valid Percent
Completed all credit at UW	40	58.0	62.5
Transferred from a comm. coll.	5	7.2	7.8
Transferred from another coll.	14	20.3	21.9
Other	5	7.2	7.8
Missing	5	7.2	
Total	69	100.0	100.0



Credit Hours Outside Education

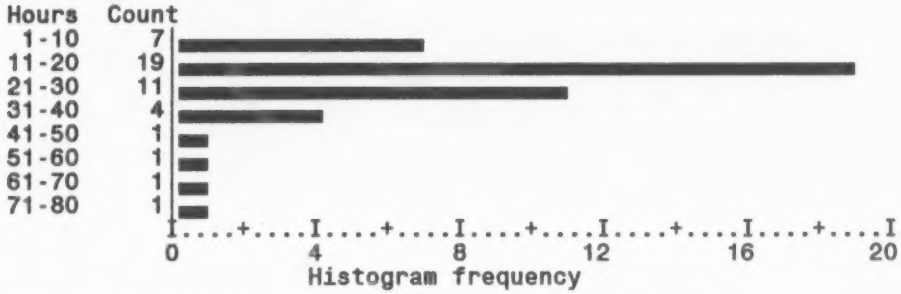
HOURS	Frequency	Percent	Cumulative Percent
1-10	4	9.8	9.8
11-20	7	17.1	26.8
21-30	6	14.6	41.5
31-40	5	12.2	53.6
41-50	6	14.6	68.3
51-60	2	4.9	73.2
61-70	2	4.9	78.0
71-80	3	7.3	85.4
81-90	2	4.9	90.2
91-100	2	4.9	95.1
101-110	0	0.0	95.1
111-120	0	0.0	95.1
121-130	1	2.4	97.6
131-140	1	2.4	100.0
Total	41	100.0	
Missing	28	40.6	
Total	69		



Mean=45.4 Std Dev=32.6 Min=3 Median=40 Max=140

Credit Hours in Education

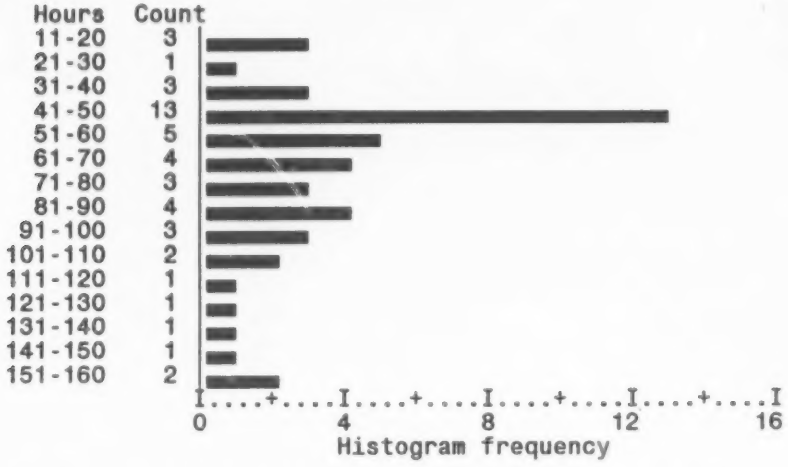
Hours	Frequency	Valid Percent	Cumulative Percent
1-10	7	15.6	15.6
11-20	19	42.2	57.8
21-30	11	24.4	82.2
31-40	4	8.9	91.1
41-50	1	2.2	93.3
51-60	1	2.2	95.6
61-70	1	2.2	97.8
71-80	1	2.2	100.0
Total	45	100.0	
Missing	24	34.8	



Mean=19.8 Std Dev=9.2 Min=8 Median=19 Max=46

Total Credit Hours

Hours	Frequency	Percent	Cumulative Percent
11-20	3	6.4	6.4
21-30	1	2.1	8.5
31-40	3	6.4	14.9
41-50	13	27.6	42.6
51-60	5	10.6	53.2
61-70	4	8.5	61.7
71-80	3	6.4	68.1
81-90	4	8.5	76.6
91-100	3	6.4	83.0
101-110	2	4.2	87.2
111-120	1	2.1	89.4
121-130	1	2.1	91.5
131-140	1	2.1	93.6
141-150	1	2.1	95.7
151-160	2	4.2	100.0
Total	47	100.0	
Missing	22	31.9	



Mean=65.2 Std Dev=33.2 Min=16 Median=51 Max=151

Highest Degree Held

	Frequency	Percent	Valid Percent
None	57	82.6	85.1
AA	2	2.9	3.0
BA	2	2.9	3.0
BS	3	4.3	4.5
Other	3	4.3	4.5
Missing	2	2.9	
Total	69	100.0	100.0

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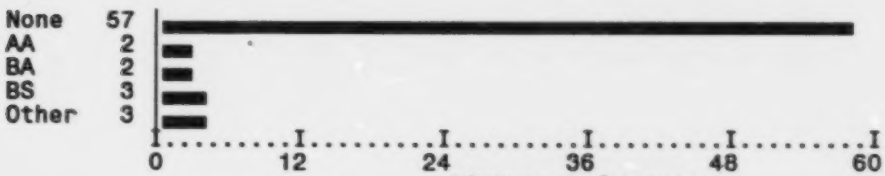
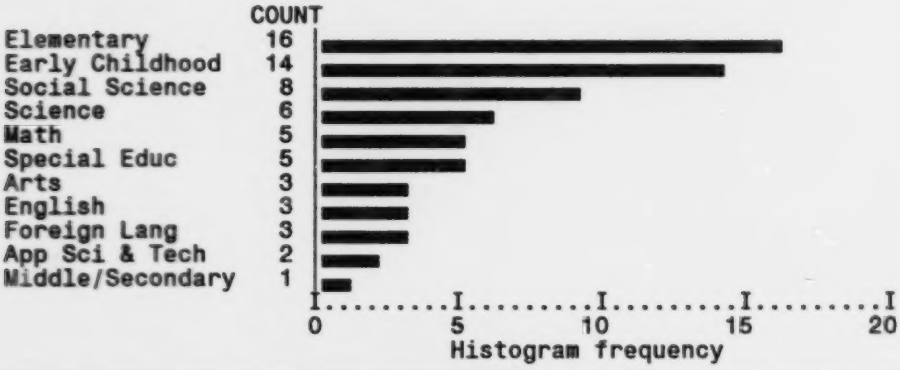


Major

Major	Frequency
BA Soc., MS Bus	1
BS,MS Physics	1
Bus Ed	1
Early Ch	1
Educ	2
Elem Ed	11
Elem, Early Ch	1
Elem/Spec Ed	2
English	2
Geology	1
Hist, Sec Ed	1
Math	1
Math Ed	1
Psychology	1
Sec Ed/Russian	1
Social Work	1
Speech Path	1
Trade and Ind	1
Missing	38
Total	69

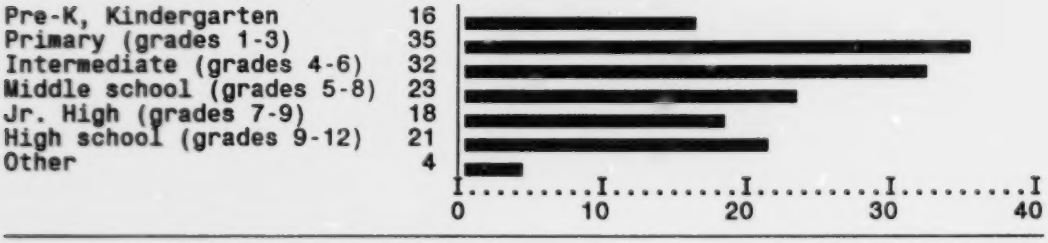
Principal Area of Concentration

Area	Frequency	Percent
Elementary	16	24.2
Early Childhood	14	21.2
Social Science	8	12.1
Science	6	9.1
Math	5	7.6
Special Educ	5	7.6
Arts	3	4.5
English	3	4.5
Foreign Lang	3	4.5
App Sci & Tech	2	3.0
Middle/Secondary	1	1.5
Total	66	100.0



Preparation Level

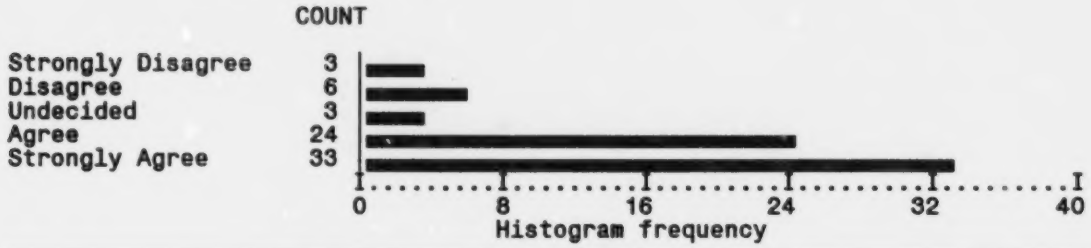
Level	Frequency	Percent
Pre-K, Kindergarten	16	23.2
Primary (grades 1-3)	35	50.7
Intermediate (grades 4-6)	32	46.4
Middle school (grades 5-8)	23	33.3
Jr. High (grades 7-9)	18	26.1
High school (grades 9-12)	21	30.4
Other	4	5.8
Total	69	



Scaled Items

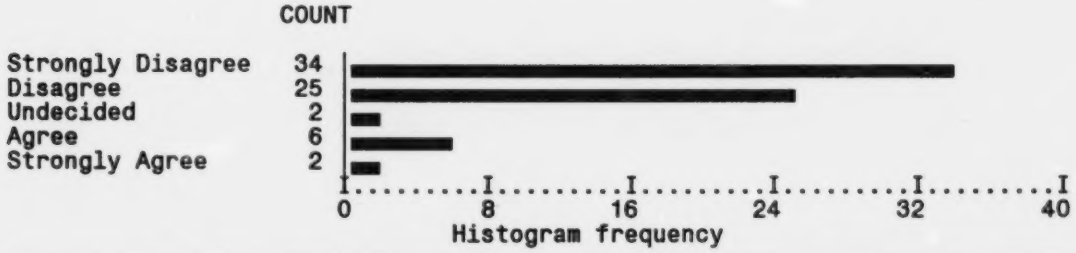
1. Field experiences have been particularly valuable to me this semester.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	4.3	4.3
Disagree	6	8.7	13.0
Undecided	3	4.3	17.4
Agree	24	34.8	52.2
Strongly Agree	33	47.8	100.0
Total	69	100.0	



2. I have had especially unrewarding experiences in my field experience this semester.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	34	49.3	49.3
Disagree	25	36.2	85.5
Undecided	2	2.9	88.4
Agree	6	8.7	97.1
Strongly Agree	2	2.9	100.0
Total	69	100.0	100.0



Together, the first two items present a consensus in support of the value of field experiences in Phase I.

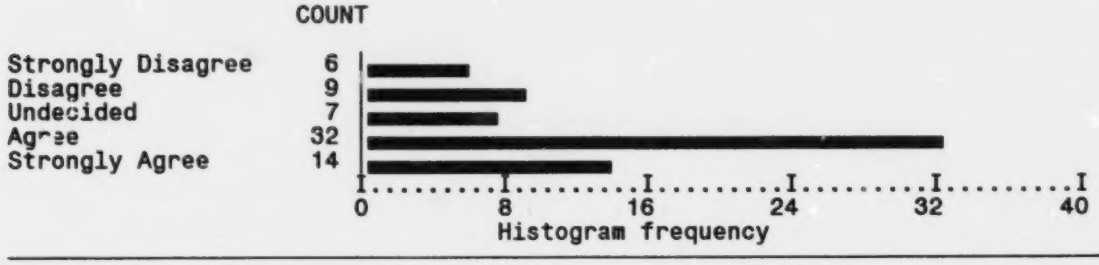
Students placed a high value on several aspects of their experiences in CTLs. A large majority found opportunities to observe pupils and teachers in natural classroom settings as an indispensable part of their Phase I training. Behaviors most frequently observed were instructional methods, classroom management, and informal social interaction.

Closely related to classroom observations were two other activities in which CTL mentor teachers played central roles. Many respondents wrote that informal conferences with mentors, in which a broad range of professional and personal topics were discussed, had been especially valuable to them. Several also cited the teaching of minilessons and other direct interactions with pupils as exciting and inspirational learning experiences.

Many activities in the CTLs occurred outside classroom settings and did not revolve around mentor teachers. Among these, structured interviews with administrators, and workshops conducted on site by clinical faculty and administrative personnel were valuable. In addition, a few students reported that their observations of various student services facilities or programs (e.g., resource rooms, Ex-Dropout Recovery) had been highlights of their first semester's work in their CTL schools.

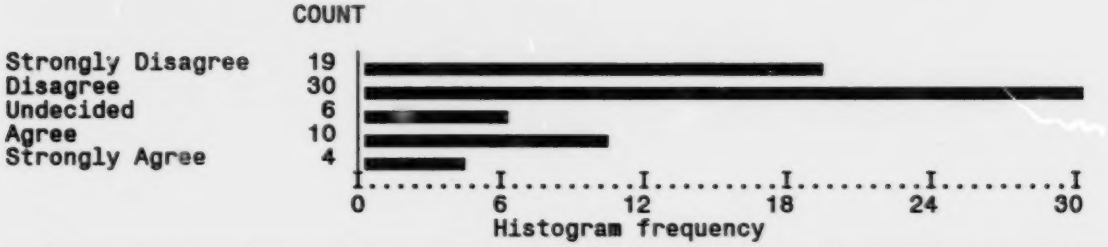
3. On-campus education coursework has been particularly valuable to me this semester.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	8.7	8.8	8.8
Disagree	9	13.0	13.2	22.1
Undecided	7	10.1	10.3	32.4
Agree	32	46.4	47.1	79.4
Strongly Agree	14	20.3	20.6	100.0
Missing	1	1.4		
Total	69	100.0	100.0	



4. I have had especially unrewarding experiences in the campus-based component of my program this semester.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	19	27.5	27.5
Disagree	30	43.5	71.0
Undecided	6	8.7	79.7
Agree	10	14.5	94.2
Strongly Agree	4	5.8	100.0
Total	69	100.0	100.0



Again, a clear consensus emerged in questions 3 and 4. Phase I students generally agreed that their campus-based work had been valuable, though they did not feel as strongly about it as they did about their CTL activities. Most seemed to find their library assignments valuable, and many commented that they look forward to continuing to develop professional portfolios. Some workshops and lectures were given highly favorable comments; others were roundly condemned. A pattern of resistance to the number of observation assignments emerged.

Some expressed gratitude for the effective guidance they had received from cohort leaders, but over all, students were concerned that assignments and work loads seemed to vary strikingly from cohort to cohort. Caution is advised in interpreting such comments, which are in some measure idiosyncratic. For example, two students in the same cohort rendered strikingly divergent accounts of their experiences. While one reported, "There were no unrewarding experiences on campus," the other wrote, "Instructions on outcome requirements were vague. All semester I wondered if I had met any outcomes or not." In addition, comments reflecting consternation over a perceived lack of firm, reliable direction throughout the semester appeared in the responses of numerous students, one of whom put it this way: "The Phase I program seemed very unchallenging & lacking in content–seemed 'shallow' & juvenile." On a related note, transfer students reported that the Phase I program they had completed failed to take into account their maturity and experience.

Finally, some students were frustrated over schedule conflicts between Phase classes blocked at the end of the week, and content-area courses like math, introductory-level foreign language, and Physical Education classes which, owing to the nature of the skills to be developed there, cannot appropriately be blocked into one end of the week.

5. My on-campus work was well coordinated with my experiences in the field.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	5.8	5.8
Disagree	9	13.0	18.8
Undecided	13	18.8	37.7
Agree	27	39.1	76.8
Strongly Agree	16	23.2	100.0
Total	69	100.0	100.0

Responses on this scaled item were about as positive as those on questions 3 and 4. Comments on related open-ended questions suggest some areas where improvement is possible, however. A few students who had reported positive experiences added comments like, "Yes, because it [on-campus work] gave me an idea of what to expect in the school. Also, it informed me on questions I had concerning the Phase program. The 'team' helped support me–I liked that." Students who were undecided or disagreed on this point, though, frequently wrote firmly-worded explanations, represented by comments such as:

> "We never really knew what exactly we should look for or do in the field until the morning before entering the public school. Coordination could definitely be improved."

> "Could have been a little better. I'm not sure my CTL mentor teacher was prepared for more than a 'guest' in his room."

> "Once again, those at the field sites had no idea what was going on, and neither did I."

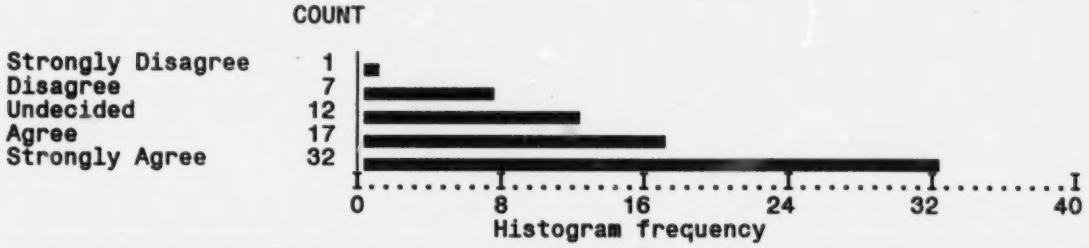
Students dissatisfied with the content of campus-based activities, and those for whom long-distance travel presented problems, also complained about the coordination of activities in Phase I:

> "On-campus work was basically a joke–so, no, they didn't work well together."

> "There seemed to be little connection between our visits and our on-campus work, other than that the same faculty member was in charge. I'm not sure, still, what the point was of traveling so far to do so little."

6. The distinctive requirements of the new undergraduate program have made it more difficult to finance my education.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	1.4	1.4
Disagree	7	10.1	11.6
Undecided	12	17.4	29.0
Agree	17	24.6	53.6
Strongly Agree	32	46.4	100.0
Total	69	100.0	100.0



A clear consensus exists among Fall '93 Phase I students that participation in the new undergraduate program imposes a financial burden which the campus-based program did not. Only 8 (12%) of the 69 respondents--including several assigned to WCTL-L-- did not agree.

Not surprisingly, most of the difficulties the students cited were anticipated, rather than actual. Regarding their own costs during Phase I, most would probably have agreed with the respondent who wrote, "So far this is not a problem." Still, difficulties associated with the share of the expense of improving teacher training in Wyoming which must be borne personally by students in the College of Education constituted the area of gravest concern for cohort members during the fall of '93. The anxiety level is high, even among Phase I students, who tend to focus on three main prospective costs:

(1) Extended programs, which will take candidates for bachelor's degrees at least 5 years to complete:

> "I have a 4-yr. scholarship (Superior Student in Education) & will probably have to find funding for my 5th year. The idea of the scholarship is lost, I believe."
>
> "The fifth year it will take to complete the program is when my scholarships run out. . . ."
>
> "Yes, I am in my third year right now. It will take me another 2 years to finish because of the program. I go to school on financial aid; I will not get any my fifth year. How will I finish?"

Transfer students and degree holders attempting to complete the requirements for licensure form a well-defined special interest group on this point:

> "I am a second-degree student, so financial aid is not available to me. . . . I also have to take <15 credit hours and summer courses to be able to continue the program, which cost extra in time and work opportunities. If I don't take summer classes, I have 2 credits for the following semester before entering Phase III."

"Yes, certainly. First of all, it takes too much time for a degree-holder to get through this program, even if one jumps directly from phase to phase. And, if one does jump from phase to phase, holding down a job is nearly impossible . . . ."

"Yes, without a doubt. When I came to Wyoming, I was told the program would take me a year--I already have a bachelor's degree--but, upon arriving here, I was informed of the "new" Phase program, which will take 2 years."

One indication that cohort group membership is a meaningful experience for many Phase students appears in a generalized concern over perceived inequities in the program. For example, students suffer impairment of morale through their sympathy with cohort members who are placed under financial duress, whether they are directly affected themselves or not:

"Not for me, but many married people are getting screwed. Make exceptions or something to help them out. Also, remember: We're poor college students in need of any money."

"Yes. Get to know today's student population--we have jobs, family responsibilities, etc. THIS IS NOT A WEALTHY PRIVATE SCHOOL. [The student making this comment reports elsewhere, "Lost grant money because I could not have enough hours for full time in a Phase semester."]

(2) Many students find part-time employment not only desirable, but necessary, both for meeting current expenses and for building a savings account which will help them meet the costs of student teaching. During Phase semesters, many have found it difficult to keep their jobs:

"Yes. I pay for school unassisted, and my work schedule was difficult to work around the traveling. This practical problem needs to be addressed."

"I have to work--two jobs. The scheduling in Phase II will interfere with this."

"Somewhat. It will be hard for me to keep a job while in Phases II & III, and a job is a necessity for me."

"Yes--**EXTREMELY!!** I live independently about 600 miles from my family. I have yet to receive any financial aid, including that of my parents. I have to work at least 20-25 hours per week to afford to live. I have no idea what will happen in Phases II & III . . . It's rather scary, and I'm not looking forward to it.

(3) Naturally, direct out-of-pocket expenses associated with travel and lodging were frequently cited as factors making the new program more difficult to finance than the old one. Here again, students not personally embarrassed by increased costs expressed concern over problems faced by classmates. A widespread perception of inequities fostered by the present program, coupled with an acute sense of disempowerment in the processes of program design and decision making, suggests a problem which transcends logistics and includes a significant ethical dimension:

"It has not affected my ability to finance school, but it does cost a lot of money when you start traveling 400 miles."

"They haven't yet, but I could see it happening in the future with having to find a place to stay, fuel expenses and food during Phases II & III. I'm a traditional student, so I'm in

much better shape than the non-traditionals with families and jobs to worry about."

"My only additional expenses have been for gas to and from the CTL . . . . I believe this is a bigger problem for other students. I also believe that the additional expense is worth the quality of the program. The university just has to be **honest** up front with transfer students, etc."

"No, not until next semester will I know, in Phase II. It's hard to get more funding to cover expenses while you are in another town."

"Yes. I was lied to by advisors in McWhinnie 100. They stated that transportation and lodging would be provided. Then it was stated that dorm expenses would be deducted for time gone. That's not true!"

"It seems that this is the biggest problem. If the university is going to require students to live in these communities, then the university and the CTL should finance at least a place to stay. Tuition and books are expensive enough, as it is. Some of us may have to give up teaching because of these expenses."

"Not mine, but if I had to be placed out of Laramie, my finance situation would cause me to take off a semester & just work."

"Since I have not had the chance to go to a school in a different school district, I did not run into financial difficulties other than the 'normal' ones. I was in Laramie (WCTL-L). I do think that the College of Ed. should try & find (& offer) more financial aid, like scholarships, to Education majors."

"Cheyenne, Laramie, & Casper should always be available. Housing is easier to find there. Right now, I don't know how I will pay for residency during Phase II."

"Not this semester, but next semester in Phase II I may end up paying two rents if I don't go here or to Cheyenne."

"Yes. I now have to go to school longer, so my scholarship will be over before my schooling is done. In Phase II, paying for 2 places to live will be very difficult."

"Jackson is a very expensive place. Phase II is the problem. Finding somewhere to live for 4 weeks & paying rent there and here and food will be very expensive."

"Not me so much, but I know of a lot of people who are having difficulties. Jackson is expensive, and to pay for being up there--gas, food, lodging--gets very expensive. We're already paying to go to UW; I think it's somewhat their responsibility to provide funds for certain things."

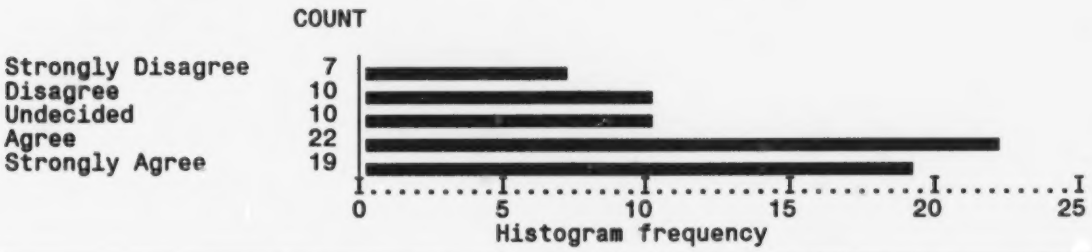
"Most definitely. I am married. So, come Phase II, I will be paying for a place at the site & here for my spouse, who is in school. Plus, my site is across the state, and just travel expenses are a lot. I got my third choice, even after expressing a desire to stay close to my spouse. Also, the way that the program is spread out over 3 yrs is keeping me here longer, way longer, than I need to be."

"Yes. We have to pay for extra gas, lodging, etc. In Phase II, we will be paying rent here as well as in the town of our practices. That is ridiculous! How are we to afford this?

Then in Phase IIIa, it is near impossible to have a job--I cannot survive on what loans I get--my unmet need is already over $2,000. I do not come from money, and we should not be required to do such a program if the school is not going to supplement."

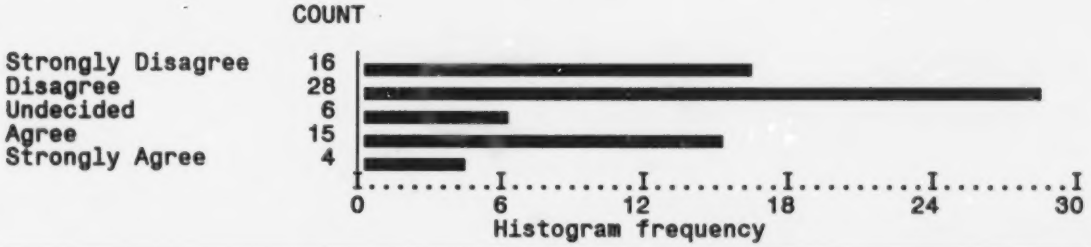
7. I have been given a clear idea of the expected outcomes of my coursework this semester.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	10.1	10.3	10.3
Disagree	10	14.5	14.7	25.0
Undecided	10	14.5	14.7	39.7
Agree	22	31.9	32.4	72.1
Strongly Agree	19	27.5	27.9	100.0
Missing	1	1.4		
Total	69	100.0	100.0	



8. Outcomes for this course were unclear to me.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	16	23.2	23.2
Disagree	28	40.6	63.8
Undecided	6	8.7	72.5
Agree	15	21.7	94.2
Strongly Agree	4	5.8	100.0
Total	69	100.0	100.0



Most students in Phase I reported having been given a clear idea of what the outcomes of their coursework were expected to be (see responses to Item 7). When asked whether the outcomes were unclear to them, however, respondents showed a slight tendency to shift down the scale, away from confident assertion that they understood the goals and objectives of their studies. As one student wrote, "The syllabus we were given had all of the outcomes well outlined. The only confusing part was how to achieve them." Written comments on this subject revealed several patterns of response underlying the selection of points on the scale.

Students were accustomed to working toward simple unit objectives, rather than being expected to work toward course-level outcomes, and many were nonplussed at first:

> "It was very confusing at the beginning. I had a hard time understanding what was expected of me. But it all worked out later; it was easier to understand what was going on."

Although some students could report that "none were unclear," others felt obliged to admit, during the last two weeks of the course, that "[t]hey were listed, but I'm not REAL sure how I've achieved them–in some areas, not all." Another student had a similar experience, with less satisfactory results: "Most were unclear, due to the fact that I never knew for sure whether I had material that satisfied them or not." At the extreme end of incomprehension, one encounters a statement like this: "All outcomes are a joke, so far, as writing a paper (with no research required) does not address anything."

Several students specifically acknowledged the helpfulness of cohort leaders in enabling them to come to terms with outcomes. Others felt that their instructors had not provided them with the direction and support they needed: "We didn't really know what to do for any of them. We needed more guidance from our teacher." One student felt that differential treatment had been accorded the outcomes: "I feel we weren't given enough information about each outcome. The instructor dwelled on favorite outcomes instead of giving [appropriate] attention [to each]. In such cases, respondents were reluctant to assign responsibility to the Phase professors severally; rather, they suggested that the source of the problem lay outside their cohorts:

> "At first it was unclear to myself & cohort leader. Made everyone frustrated. Here again, if cohort

leader had been trained & educated about [the outcomes], I don't think it would have been so frustrating."

Two other, related, problems involving outcomes were noted by some students. Some felt that the outcomes themselves were not difficult to understand, but meeting them proved difficult because they kept changing: "If outcomes were assigned and not changed a week later, [I could have formed a clearer conception of them.] Every time you asked for a clear definition, they would state, 'Use your creative thinking.'" A broader area of concern, the relationship of Phase I outcomes and activities to the overall program, surfaced in several responses to open-ended items:

"In Phase, yes; for my schedule, NO. We need advisors!!"

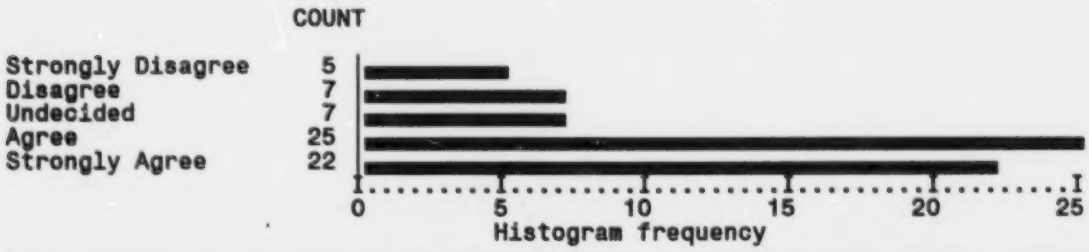
"No. Courses that I didn't need, . . . now I do need, according to the Ed. dept. There was not a curriculum description until very recently, & even so, it is unclear & confusing."

"It was clear, after the first couple of weeks, what the requirements were for Phase I. However, the scope of the whole program was mysterious and remained so. We did get the semester-by-semester plan in [EDUC] 1010, but little rationale about why this was the one way. Clearly this program is designed for undergrads, and it asks too much of degree holders. That seems to be agreed on by all I have talked to, administration, faculty, and students. Little or no effort was made to adjust this 'flexible' program to me and my background until I pushed to extremes. Had a faculty member not championed my cause, I would have transferred to a more appropriate and sensible program."

Since the principle underlying the organization of course activities around the achievement of outcomes also applies to the articulation of coursework leading to a degree and/or to a license to teach, this area of student concerns would appear to merit sustained attention.

9. Classwork and learning activities have helped me to meet the outcomes of this course at a level of achievement acceptable to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	7.2	7.6	7.6
Disagree	7	10.1	10.6	18.2
Undecided	7	10.1	10.6	28.8
Agree	25	36.2	37.9	66.7
Strongly Agree	22	31.9	33.3	100.0
Missing	3	4.3		
Total	69	100.0	100.0	



More than 70% of students surveyed agreed that their classwork and learning activities had enabled them to achieve course outcomes at levels they themselves found acceptable.

Those disagreeing with the statement were far more likely to write substantial comments in response to the open-ended item. When a respondent who agreed wrote more than one or two words, she was likely either to share credit for success with the instructor--"My instructor was the foundation. Without her--where would I be? I don't know. [smiley face]"--or with classmates--"My group and I worked hard on every outcome. We settled for the best, and nothing less." Even among satisfied students, opinion seemed divided over the merits of relying heavily on reading and writing to achieve outcomes. While one asserted, "I thought the white papers were an excellent way to achieve the outcomes, while building our portfolios," another explained that, "Yes[, I met the outcomes at acceptable levels of achievement,] but I have a hard time learning by reading, so all the long reading assignments were a bit hard to conquer."

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Apparently there was significant variation in approaches to the outcomes taken in different cohorts, with some emphasizing reading and writing, while others laid emphasis on other types of activities: "We were given many handouts and worksheets," reported one student, "but there was none of our own writing." Informal exchanges with Phase students over the course of the fall semester suggest that some tend to interpret different approaches to meeting the outcomes as inconsistency within the program, and to see these as further evidence of an inequity founded on differential burdens of time and expense arising from assignment to CTLs nearer to or farther from Laramie.

A few students, in different cohorts and different areas of concentration, complained that although they thought they had met the outcomes acceptably, the outcomes themselves failed to represent an acceptable range of cognitive levels. The tone of their remarks suggested frustration, but not resentment:

> "I think my work will be acceptable to the instructor, but not to me. I don't feel I learned enough in all of the areas. Some things, I feel, were never discussed to a point of understanding them, and some of the assignments, such as the Spec. Ed. assignment, didn't seem to teach too much.

I don't feel I was challenged."

"I hope so, but maybe we could've gotten into more depth?"

"No, I could have met them all at about the same level with about 2 weeks of self-study. They are low-level outcomes, and sitting through the class has mostly frustrated me. The people are nice, though."

"No. I believe there should have been more detail to the outcomes. We brushed lightly on each topic, and I think we needed more depth."

Others felt that they had been unable to meet the outcomes at levels they were satisfied with. They tended to ascribe their failure to instructional design factors:

"We did very little in class to meet outcomes; only the seminars that required assignments gave us anything to go on."

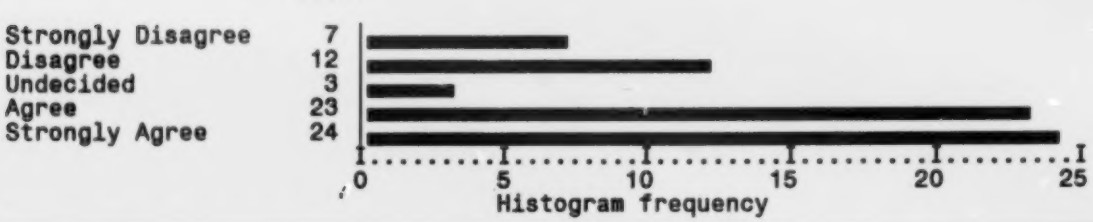
"I feel this course could have been a little more structured. This is what we are used to! (structure)"

"They did, but I would rather've had a more structured class--where we did papers throughout the semester, instead of trying to document at the last second."

This last comment highlights another area of widespread concern: many students, responding to surveys in early December, found it difficult to assess their own achievement because they had received few grades on the exercises they had completed during the first thirteen weeks of the course. They perceived a decoupling of instruction from evaluation, and tended to feel anxious about that. As one respondent put it, "For the most part, we haven't turned them in yet, so I'm not quite sure--but I have info for almost all the outcomes, due to learning activities."

10. My achievement has been well-monitored and evaluated by <u>on-campus</u> instructors.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	7	10.1	10.1
Disagree	12	17.4	27.5
Undecided	3	4.3	31.9
Agree	23	33.3	65.2
Strongly Agree	24	34.8	100.0
Total	69	100.0	100.0

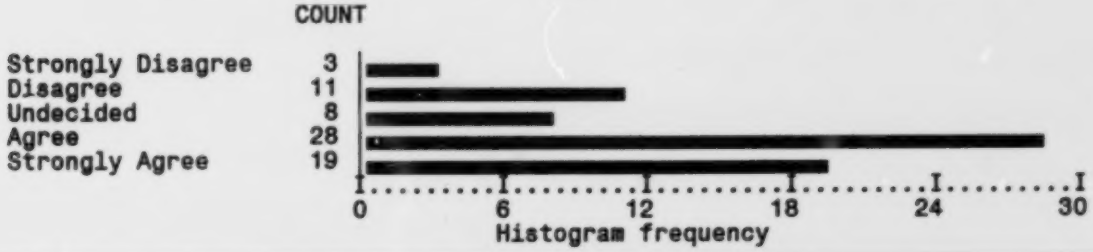


11. My achievement has been well-monitored and evaluated by my mentor teachers in the field.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	11.6	11.6
Disagree	9	13.0	24.6
Undecided	14	20.3	44.9
Agree	20	29.0	73.9
Strongly Agree	18	26.1	100.0
Total	69	100.0	100.0

12. Assessments of my work I have received have been useful to me in keeping my work efficiently on target.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	4.3	4.3
Disagree	11	15.9	20.3
Undecided	8	11.6	31.9
Agree	28	40.6	72.5
Strongly Agree	19	27.5	100.0
Total	69	100.0	100.0



Well over two-thirds of the students felt that their on-campus instructors had monitored their progress well and evaluated their achievement fairly. The distribution of responses to items 10 and 12 display a tendency toward bimodality, though, with over a quarter indicating disagreement. On item 10, only three respondents were undecided. Over two-thirds of respondents felt that, on the whole, assessments of their work had improved the quality of instruction in the course.

On two pages of written comments, expressions of praise for and gratitude to the Phase leaders predominated:

"Meetings w/ leader really helped get me on track."

"I think my achievement has been well monitored, & the assessments were very helpful to me."

"We have had quizzes and papers, both of which resulted in fair evaluation."

"By Phase, [evaluation] is very clear--my instructor is very excellent & provides excellent feedback."

"Papers were given and graded. It was well monitored and well organized. The class has been very fair. I feel very well prepared."

"We hand in papers, take quizzes & report to the instructor. The formative assessments have been useful, especially in pointing me towards my teaching career."

For a significant minority, however, assessment and evaluation was ineffective and frustrating. Dissatisfied respondents tended to be more voluble and more substantial in their written comments:

"I feel as if my papers and other work are all at the same level as if I hadn't had any feedback. A paper written quickly is deemed 'excellent.' What is the challenge? I have learned some things, true, but my reading, writing, and performance have all been more than adequate to meet the stated outcomes. Regurgitation is almost enough to get through the first semester of Education classes, if you can write well."

"Same standard comment on every paper--
Papers are our only assignment--
Once I handed in a paper with deliberate problems--same standard comment--"

"I don't think my instructor worked very hard to keep us on task. We were not evaluated frequently--it was very rare. Some of my classmates had papers lost. Papers we turned in to have evaluated & given back to make improvements weren't given back until after Thanksgiving, even though there should've been plenty of time to get them back before."

"Too much evaluation at end. Might have been easier to have outcomes evaluated throughout the term."

"How can I receive full credit when they don't seem to know what they are doing?"

A pattern of disorientation which had emerged in informal conversations was represented also in responses to open-ended items on the survey:

"We were only monitored (met with) once. There was no direction in what we did. It was more, 'You're on your own to complete things.'"

"The teacher needs to take more control, and tell the students when things are due. Half of going to college is being a student (not in charge)."

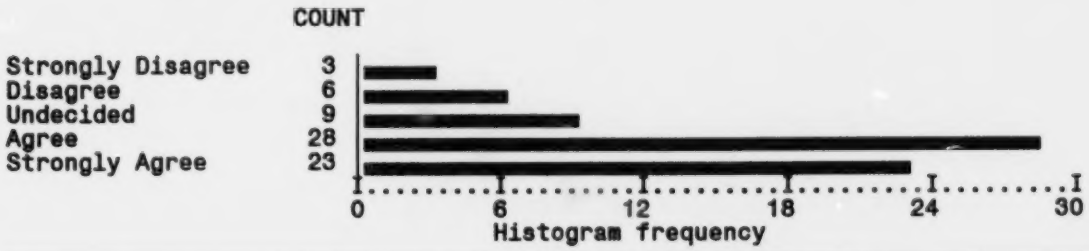
"My evaluations have helped a little, but there was always a feeling of not being sure."

Well over half of the Phase I students believed that their interactions with mentor faculty had been

valuable. About 25% of those surveyed expressed doubt that their work in CTLs had been well monitored. For Phase I students, this aspect of their experience was not salient. Reference to the results on item 4 may suggest that some felt their visits to CTLs had not been adequately planned and prepared for in advance, and it is common to hear students in all phases express a desire to see CTL personnel more effectively integrated into the planning, instruction, and evaluation of their cohorts' work.

13. The development of a professional portfolio has been a constructive dimension of my work in the program.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	4.3	4.3
Disagree	6	8.7	13.0
Undecided	9	13.0	26.1
Agree	28	40.6	66.7
Strongly Agree	23	33.3	100.0
Total	69	100.0	100.0



Even at this early stage in their training, many students find the development of a portfolio valuable and inherently rewarding:

"This is probably the only reason why I would like the Phase program. This will be a great use in the field."

"The portfolio is excellent & helped me better understand my outcomes."

"The portfolio is all of the work that we have done. It gives us a sense of accomplishment."

"[I]t is impressive and something I am proud of. It is a visual representation of my achievement in Phase I."

"It was a lot of work & a lot of stress, but now I feel confident about my portfolio."

Even students who had doubts about the value of their own portfolios recognized the potential benefits of compiling one:

"It's kind of hard to know if the outcome has been completed, but the portfolio has given me the opportunity to record my feelings, opinions, thoughts, and lessons for Phase I."

"So far there isn't much in my portfolio, except the papers, that are constructive."

"I think a few of the outcomes are helpful but others are irrelevant."

Some students who did not find compiling a portfolio especially useful expressed a desire for clearer definitions and more assertive guidance from instructors:

"I like the idea of developing a portfolio, but I think I've gotten most of my ideas on my own. I don't feel I had much direction with it in class."

"No, it's a jumble of junk, organized into categories. It has a lot of potential if used correctly, but this course hasn't done so."

"I have no idea what we are supposed to do w/ portfolios. Mine is a mess!"

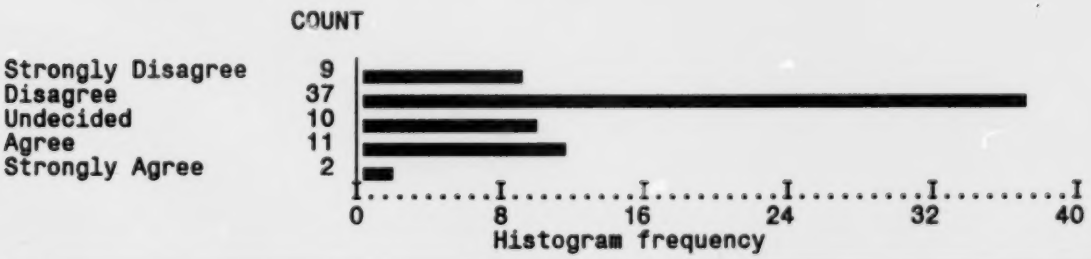
"Phase I portfolio has not been a great exercise. It is mostly a collection of almost everything related to class. It is just a start."

The most extensive comment displays a sound understanding of the role envisioned for portfolios within the program as a means of organizing instruction and focusing evaluation, but asserts that to date, at least, they are not fulfilling the function envisioned for them. This has important implications for the Phase experiences of all our students, but is especially significant for candidates seeking second degrees or credentials for licensure only:

"It's been constructive, but a little frustrating. There is a perception that since this is outcome-based, it is flexible. But, oddly, the program assumes that all people have essentially the same background. There seems to be confusion on the part of the admin. & advisors between the outcomes, which should be required of everyone, and the means of achieving those outcomes, which should be flexible. Just because I came in with no ed. classes shouldn't mean that I have to take Phase I, an almost trivial workload of hoop-jumping introduction. Even the official Phase documents attach [i.e., specify] a process and means, and, by being included in a Phase, a time-requirement for each outcome. My outside understanding of outcome-based ed. [was] that it emphasized WHAT and not HOW LONG, and for me that [lock-step timeline] greatly dilutes the WHAT."

14. The workload in this course has been excessive considering the number of credit hours.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	9	13.0	13.0
Disagree	37	53.6	66.7
Undecided	10	14.5	81.2
Agree	11	15.9	97.1
Strongly Agree	2	2.9	100.0
Total	69	100.0	100.0



Phase I students decisively rejected the proposition that their workload had been too heavy. In fact, some of the students who indicated on scaled responses that they felt the workload had not been "realistic" complained that it had actually not been heavy enough. Others expressed a belief that although the amount of work had been reasonable, the level of expectations had been too low:

"No. They have been easy busy-work type of assignments."

"No. There is way too much busy work. Half of the things I do, I do for the sake of doing and don't learn anything."

It would appear that there were significant differences in workload from cohort to cohort. The perception of difference, at any rate, gave rise to concern both among students who felt they were being called upon to do too much work, and among those who felt that they were not being asked to do enough:

"[Our cohort's workload was reasonable,] For the most part--although unfair. Some groups did very little."

"I'm not sure what this question means. I think the workload could easily be greater, at least in our cohort. We were all of pretty sound background, and had fewer assignments, I believe, than many of the other cohorts."

This perception of variation should be borne in mind when considering a final area of student concern. Several respondents found that the pacing of assignments made it difficult for them to do their best work:

"No. It was light for the first 3/4, and then really heavy at the end. It should've been diffused throughout the semester."

"Yes, [it was reasonable] until the end, when they are all due."

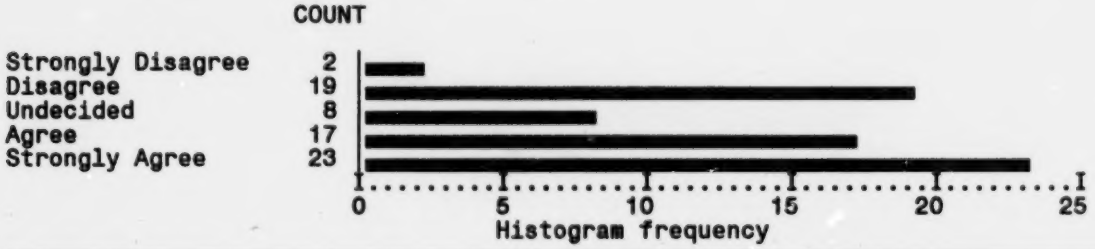
"Sometimes, no. We wrote 4-5 papers a week, and it was difficult to schedule in my other classes & work two jobs."

"Somewhat. Sometimes it was very overwhelming!"

"I think that there are some things that could be taken out. The workload was heavy at the end of the semester."

15. I have experienced schedule conflicts between my teacher education courses and required work in my content area(s) outside the College of Education.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	2.9	2.9
Disagree	19	27.5	30.4
Undecided	8	11.6	42.0
Agree	17	24.6	66.7
Strongly Agree	23	33.3	100.0
Total	69	100.0	100.0



Again, a strong tendency toward bimodality indicates that while three of five respondents have had problems with schedule conflicts between required undergraduate work in Education and content-area courses in other colleges, thirty percent have not.

Outside classes most frequently mentioned as conflicting with the Phase schedule included offerings in Math, Sciences, and foreign languages. The major factor, in Phase I, appears to have been the pre-emption of Friday coursework outside the College.

Many students perceived significant differences in their instructors' attitudes toward the management of schedule conflicts. Those who commented on this point unanimously ascribed to the College of Education an attitude of indifference to the needs and concerns of students:

"The other instructors were real good about it. Not the Education instructors. They think that theirs [courses] are the only ones that matter."

"It is difficult to construct [a program inciuding] content courses around such a time-consuming course."

"Yes. I wanted to take a University Studies course in Biology, & for the life of me I could not fit it in anywhere in my schedule w/o conflicting w/ the Ed. course."

"Yes! In Mathematics, [the schedule in] Education is hard to get around. Math courses are usually MWF classes, and with having to leave for field work, it makes it difficult to complete all the Math courses that are required."

"Yes . . . . No blocked Math course, yet a lot are required."

"Yes. I am a Math major. I was unable to take any Math classes this semester because Phase I takes all day Fri. All Math classes are at least 3 days a week."

"Absolutely. Lost grant money because I could not have enough hours for full time in Phase semester. . . . Cannot take foreign lang. or any other courses that are important for good teachers."

"I had to miss my Spanish class 4 times."

"Yes, see #2 [with reference to conflicts with courses in foreign languages]. The College of Ed. does very little to accommodate its students."

Other colleges failed to block courses needed by Education majors, creating insoluble problems for many Phase students. An unresponsiveness to scheduling problems of this sort was noted by a number of respondents, who tended to infer from their experience that scheduling and advisement were low priorities in the new program. Several students, commenting on conflicts within the College, were less inclined to attribute scheduling problems to the apparent indifference of College personnel than to administrative incompetence. Although the open-ended question inquired specifically about conflicts with coursework outside the College, some respondents offered comments on intra-College conflicts as a relevant point of reference:

"Library classes need to be offered every semester."

"The Science course & seminars have conflicted w/ required Special Ed. classes."

"Yes. The science classes for Education majors are scheduled o.k. The seminars for these classes are scheduled during the Special Ed. classes."

Upperclassmen and post-baccalaureate students attempted to explain the grounds for the intensity of their frustration over conflicts:

"Yes. I have so few other credits to take, but since I can't take them concurrently, I'll be spending that extra $ on summer school."

"Yes. I have to stay here and take summer classes in order to get done at the end of next year."

"Travel required that I skip other classes, and next semester I cannot complete the Phase III [prerequisite] requirements, but am forced to take summer courses and a low credit load."

"Yes, I have. In fact, because of this program I will more than likely have to take at least 5 1/2 to 6 years to graduate. This puts a [greater] financial burden on me. Plus, of course, I would like to graduate sooner than this. Therefore, I am looking into transferring."

"YES! In order to certify, all I need is teacher training and some Chemistry. Teacher training is diluted [and] so inconveniently scheduled that officially it would take me 5 semesters. That's ridiculous for a person with my subject background [which includes an M.S. in Physics]."

16. Commitments to coursework have conflicted with co- or extracurricular activities which I regard as essential components of my education.

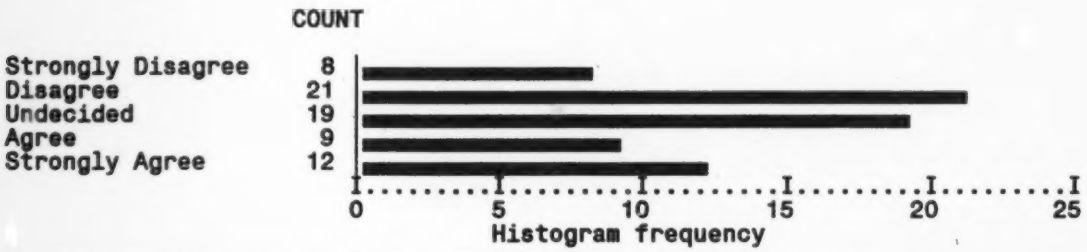
	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	7.2	7.2
Disagree	24	34.8	42.0
Undecided	12	17.4	59.4
Agree	14	20.3	79.7
Strongly Agree	14	20.3	100.0
Total	69	100.0	100.0

Although students were far more likely to agree strongly with this proposition than to disagree strongly with it, the division of opinion was remarkably even in Phase I. By far the most frequently cited non-academic conflict was with employment, which none of the respondents specifically identified as an inherently educational activity. Poor wording may have created confusion on this point: Students tend to view term-time employment as an "essential component of their education" because it enables them to meet living expenses and pay for their schooling.

One varsity athlete reported that class commitments had frequently forced him to report over an hour late to practice in the afternoon. Other students reported conflicts with activities involving family, volunteer work, clubs, and sports. One had been unable to continue physical therapy prescribed for an injury from which he is recovering. By far the greatest cause of anxiety, however, was apprehension over the prospective interference which students feared they would encounter during later phases of their programs.

17. My studies toward this degree or license have interfered with dimensions of personal or social life in ways which might have been avoidable.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	11.6	11.6
Disagree	21	30.4	42.0
Undecided	19	27.5	69.6
Agree	9	13.0	82.6
Strongly Agree	12	17.4	100.0
Total	69	100.0	100.0



Only 3 respondents in 10 agreed with this proposition, though it is noteworthy that over 17% agreed with it strongly. Three areas of concern accounted for most perceived problems: time spent traveling; exhaustion attributed to the Phase schedule; and stress arising from uncertainty and apprehension over difficulties–especially expenses and delays–not yet encountered, but anticipated over the rest of the students' programs. The tone and frequently vicarious content of comments, here and above, suggest that a culture of grievance and victimization may be emerging among Phase students, affecting even those who have not personally experienced unusual difficulties. The program's emphasis on group work in stable cohorts may be having the effect of making the problems of any class of students–such as single parents and other "non-traditionals," or second-bachelor's and licensure-only candidates–common problems for all in the program. While this may be a strength of the new program, it places a premium on effective communication between College personnel and students. Structural problems which are not promptly identified and resolved may become the basis of a generalized sense of disempowerment and neglect, or, in extreme cases, even of abuse.

"Travel to & from Jackson takes a lot of time. If I was closer, I would have been able to avoid them, but there were no drastic problems."

"I was wondering if it was really necessary to drive all the way to Cody to sit and observe and teach one 15-minute lesson. It seems to be unnecessary to drive this far just to watch. I understand doing this for Phases II & III, but 900 miles seems a bit excessive for the little that we did."

"It is difficult to work knowing that I'll be away for 4 weeks in Phase II."

"The College of Educaüon needs to inform students entering the program of the changes that have taken place and what is required. The advising of students also needs to be looked at, as students were required to spend 3 or more hours waiting to be advised, even if they had seen an advisor recently."

"Work. I know that it does not sound like it, but it is essential to my education, because without it, I would not be in school. Please try to work w/ students who have a hard time paying for school w/o outside sources [of funding]. Employers are not as understanding about such a time-consuming course as I am. I love the program, but it has practical problems for people such as myself."

"Yes. I will not be able to graduate in 4 yrs., which will definitely affect me!"

"So much time is spent worrying how I will pay for all this. We need straight answers that are given in a timely fashion. We need a monthly newsletter that lets us know what is going on."

"Yes--traveling to Cheyenne--having to pick up & leave Laramie--my house & my commitments--it's impossible!"

"It sometimes adds stress to my personal life."

"I actually don't have [a personal life], because I am too busy. [scowly face] There is life after college, I suppose!"

"My friends like to go out Fri. nights. I am usually too tired to go out with them. It put a strain on my friendships."

"I just got married, and Phase keeps me so busy, I barely get to see my husband!"

"Being newly married and having to leave is not at all fun."

"Yes. We are not medical students in residence, we are undergrads. We need a great deal of education in many areas--not just what goes on in grade 3 at Cody or Jackson. The amount of time in field is not necessary. Many colleges deal with this very well--quality, not quantity.

"Yes. I feel I have been so disappointed in the program that it affects my emotions. It's hard for me to have an active social life when I'm so stressed and angry."

"Is there a way to study for certification, but not a second--or third--degree? That'd be nice."

Two Phase I students submitted additional comments, which are reproduced below:

"One additional note:
I pay out-of-state tuition, something like $2,600/semester. This course was 7 credits--which constitutes 1/2 of my course load. Our cohort leader did not do much of anything for us, and it really angers me to think that $1,300 of my $ was spent on this course alone! What a waste of my money.
Along the lines of money, [the cohort leader] is paid for ... expenses, and we are having to struggle to get by. I think the whole idea sucks! Money has been tight throughout college--but now it is ridiculous! Maybe one way to help out-of-staters manage would be to let them pay in-state tuition for the semesters that we have to travel so much."

"There are [three] categories of concern I have.
1. Too long for degree holders; one size doesn't fit all.
    a. No version of the outcomes exists for degree holders, in which UNST writing, library intros, etc., have been removed.
    b. [scheduling of Ed classes is] Incompatible with courses required for almost any

secondary field, which is amazingly inconvenient for those of us without "semesters off."
2. Phases II & IIIa are impossible to pursue part-time, which makes this choice of major difficult or impossible for people with jobs or children. (This doesn't affect me, but it does affect a friend of mine in a similar circumstance, who is not enrolled in Ed this semester and thus wasn't surveyed.)
3. There is not enough individual responsiveness. Each exception must prove "extreme" circumstances and consult with the Associate Dean. Advisors aren't experts in anything but Phase, usually at a level or in a subject different from that of the student. Cohort leaders are often experts in neither the Phase program nor the subject area or level of their students. No wonder everyone seems unhappy or confused."

Fall, 1993 Phase II

Only one Phase II cohort, comprising four "hardship cases" assigned to WCTL-L, was scheduled for the Fall 1993 semester.

Fall, 1993 Phase III

The Phase IIIa curriculum was divided into two components, General Pedagogy and Specific Pedagogy, each with its own discrete instructional staff and syllabus. Although the survey form had not been designed to collect separate data for each component, nearly half of the respondents reported separate scores for General and Specific Pedagogy on several of the scaled items. All responses which specified a component were classified separately as General or Specific; all scores which did not specify a component were treated as General, and were not included among the scores for Specific Pedagogy. Greater caution should be used in interpreting the results for General Pedagogy, in view of the likelihood that they include a substantial responses which represent students' efforts to assign a single score to what was clearly perceived as two distinct experiences.

Students in this group submitted extensive responses to open-ended questions associated with scaled items. In these statements, they distinguished scrupulously between General and Specific Pedagogy activities, to such an extent that their remarks included frequent references to individual instructors and content areas. All comments which might be construed as relevant to evaluation of the work of a particular faculty member, rather than to the program as a whole, have been suppressed in this report.

Two further factors restrict the validity of survey data as regards efforts to evaluate the effectiveness of the Phase IIIa program in particular. As the written comments make clear, students often found it impossible to focus narrowly on their experiences in last Fall's courses, responding instead in general terms, taking into account experiences which had occurred during earlier phases. Most of the students had been members of the first cohorts to pass through each phase of the new undergraduate program, and their reactions to the inevitable trial-and-error character of their training over a period of three years strongly colored their responses to questions intended to focus on their experiences in Phase IIIa. Among the additional comments appended by students to their survey forms one encounters statements like, "I am not a guinea pig."

Furthermore, this survey, conducted during the final two weeks of instruction, is liable to the same array of distorting factors to which the familiar course evaluation surveys are prone. Both students and instructors are typically under greater stress during this period than at other times. This stress not only affects social interaction, but also has a tendency to emerge as a factor in measurements of perceived effectiveness of instruction. While students were eager to participate in the survey, they also reported feeling great stress, fatigue, and anxiety, not merely over Phase IIIa activities, but over the whole range of academic experiences and the exigencies of social life as the winter solstice approached. It seems

possible, at least, that many respondents, if given a chance to edit the copy they submitted last month, would change it in ways that might give us a more accurate picture of their considered experience in the course, and in the program as a whole.

Demographic Characteristics

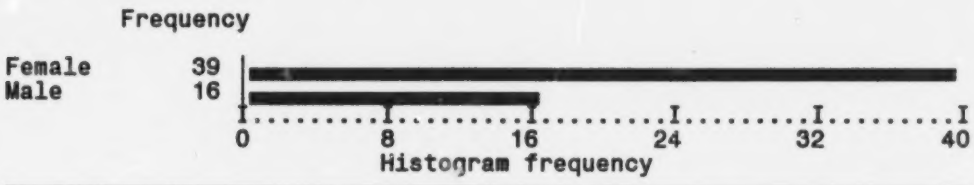
The profile of students in Phase IIIa follows. Seventy-one percent are female, 91% are Caucasian, the median age is 22-23. Although some 18% of the 55 students surveyed in Phase III were married, only 9% reported that dependents were presently living with them. A large majority of participants meet the profile of the "traditional" college student.

Students had completed an estimated median of 47 hours in education, 62 hours outside education, and a total of 114 total hours, estimated separately by students. Nearly half (47%) of these students had transferred from a community college or other college or university. No respondents indicated that they had already earned a bachelor degree or higher.

A large majority of the students were preparing for early childhood and elementary education with no more than 13% preparing for teaching at grade seven or above.

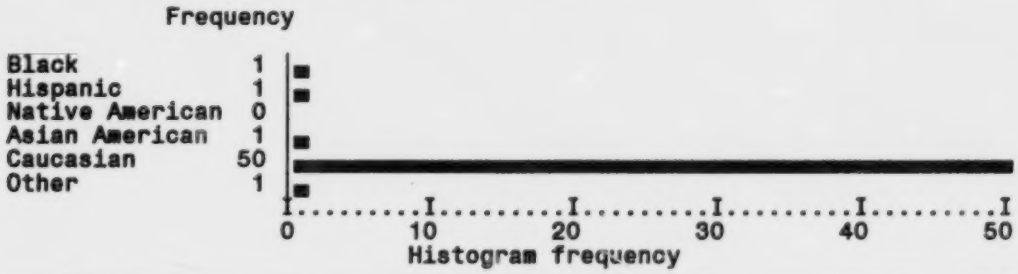
Sex

	Frequency	Percent
Female	39	70.9
Male	16	29.1
Total	55	100.0



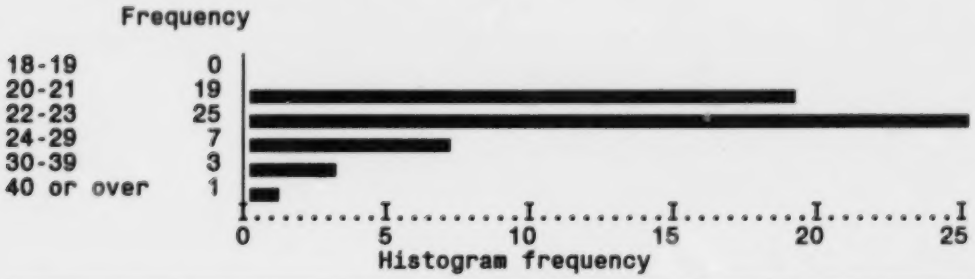
Ethnic Group or Race

	Frequency	Percent	Valid Percent	Cumulative Percent
Black	1	1.8	1.9	1.9
Hispanic	1	1.8	1.9	3.7
Native American	0	0.0	0.0	3.7
Asian American	1	1.8	1.9	5.6
Caucasian	50	90.9	92.6	98.1
Other	1	1.8	1.9	100.0
Missing	1	1.8		
Total	55	100.0	100.0	



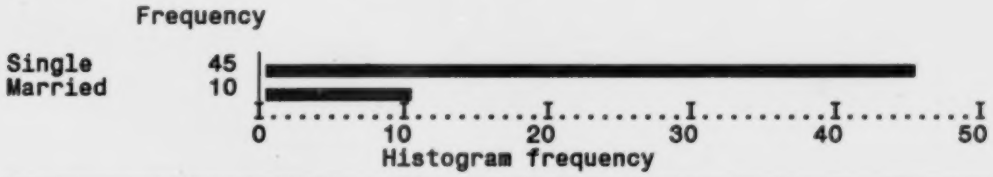
Age Group

	Frequency	Percent	Valid Percent	Cumulative Percent
18-19	0	0.0	0.0	0.0
20-21	19	34.5	34.5	34.5
22-23	25	45.5	45.5	80.0
24-29	7	12.7	12.7	92.7
30-39	3	5.5	5.5	98.2
40 or over	1	1.8	1.8	100.0
Total	55	100.0	100.0	



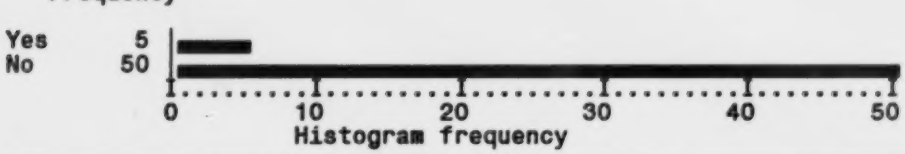
Marital Status

	Frequency	Percent	Cumulative Percent
Single	45	81.8	81.8
Married	10	18.2	100.0
Total	55	100.0	100.0



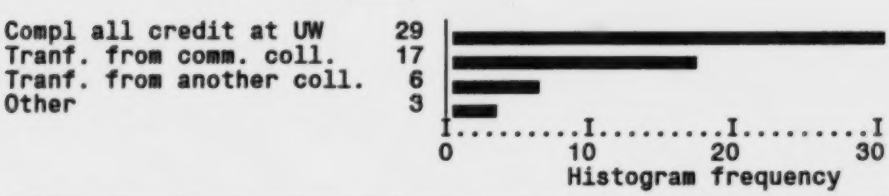
Dependents living with you?

	Frequency	Percent	Cumulative Percent
Yes	5	9.1	9.1
No	50	90.9	100.0
Total	55	100.0	100.0



Transfer Status

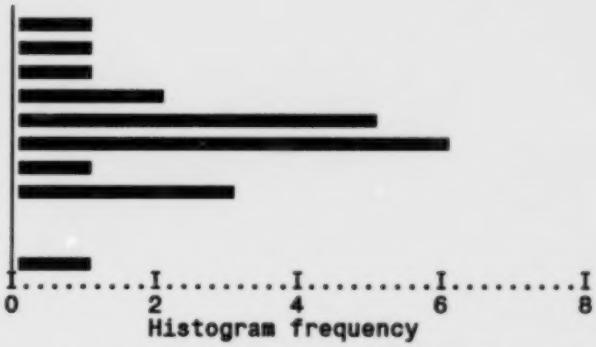
	Frequency	Percent	Cumulative Percent
Completed all credit at UW	29	52.7	52.7
Transferred from comm. coll.	17	30.9	83.6
Transferred from another coll.	6	10.9	94.5
Other	3	5.5	100.0
Total	55	100.0	100.0



Credit Hours Outside Education

Hours	Frequency	Percent	Valid Percent	Cumulative Percent
11-20	1	1.8	4.8	4.8
21-30	1	1.8	4.8	9.5
31-40	1	1.8	4.8	14.3
41-50	1	1.8	4.8	19.0
51-60	5	9.1	23.8	42.8
61-70	6	10.9	28.6	71.4
71-80	1	1.8	4.8	76.2
81-90	3	5.4	14.3	95.2
91-100	0	0.0	0.0	95.2
101-110	0	0.0	0.0	95.2
111-120	1	1.8	4.8	100.0
Missing	34	61.8		
Total	55	100.0	100.0	

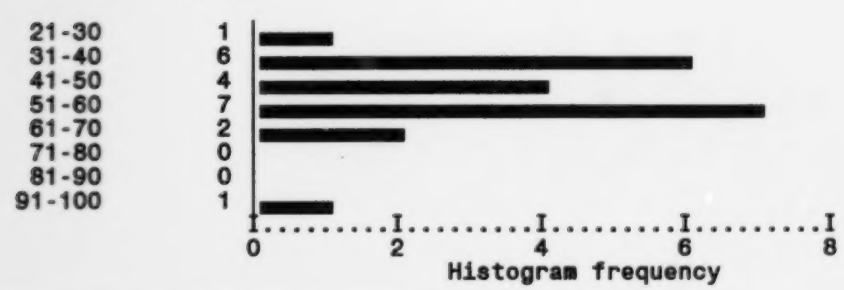
Hours	Frequency
11-20	1
21-30	1
31-40	1
41-50	2
51-60	5
61-70	6
71-80	1
81-90	3
91-100	0
101-110	0
111-120	1



Mean=64.0 Std Dev=21.6 Min=20 Median=62 Max=120

Credit Hours in Education

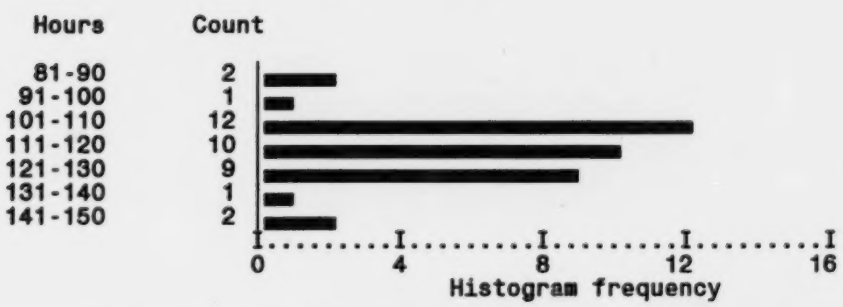
Hours	Frequency	Percent	Valid Percent	Cumulative Percent
21-30	1	1.8	4.8	4.8
31-40	6	10.9	28.6	33.3
41-50	4	7.3	19.0	52.4
51-60	7	12.7	33.3	85.7
61-70	2	3.6	9.5	95.2
71-80	0	0.0	0.0	95.2
81-90	0	0.0	0.0	95.2
91-100	1	1.8	4.8	100.0
Missing	34	61.8		
Total	55	100.0	100.0	



Mean=50.9 Std Dev=7.2 Min=23 Median=47 Max=97

Total Credit Hours

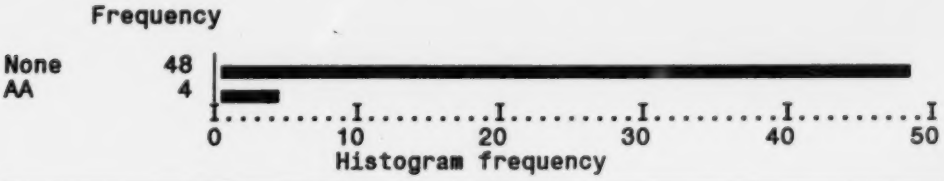
Hours	Frequency	Percent	Valid Percent	Cumulative Percent
81-90	2	3.6	5.4	5.4
91-100	1	1.8	2.7	8.1
101-110	12	21.8	32.4	40.5
111-120	10	18.2	27.0	67.6
121-130	9	16.4	24.3	91.9
131-140	1	1.8	2.7	94.6
141-150	2	3.6	5.4	100.0
Missing	18	32.7		
Total	55	100.0	100.0	



Mean=114.8 Std Dev=15.4 Min=85 Median=114 Max=147

Highest Degree Held

	Frequency	Percent	Valid Percent	Cumulative Percent
None	48	87.3	92.3	92.3
AA	4	7.3	7.7	100.0
Missing	3	5.5		
Total	55	100.0	100.0	

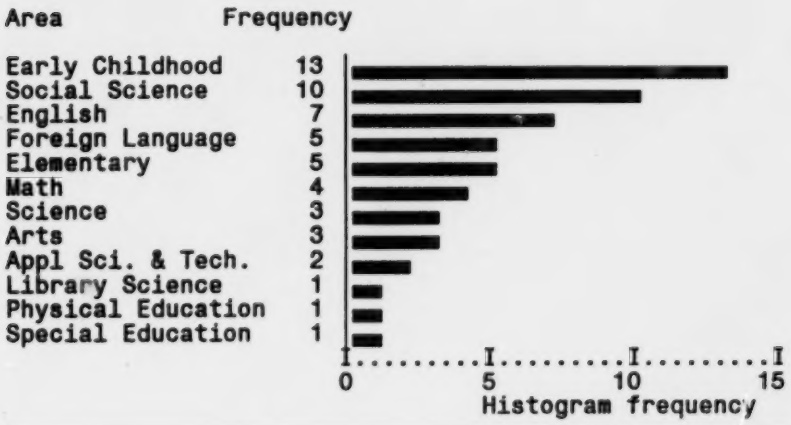


Major

Major	Frequency	Percent	Valid Percent	Cumulative Percent
Art Education	1	1.8	7.1	7.1
Elementary Educ	8	14.5	57.1	64.3
Forest Technology	1	1.8	7.1	71.4
Information Processing	1	1.8	7.1	78.6
Secondary English	2	3.6	14.3	92.8
Secondary Soc. Stud.	1	1.8	7.1	100.0
Missing	41	74.5		
Total	55	100.0	100.0	

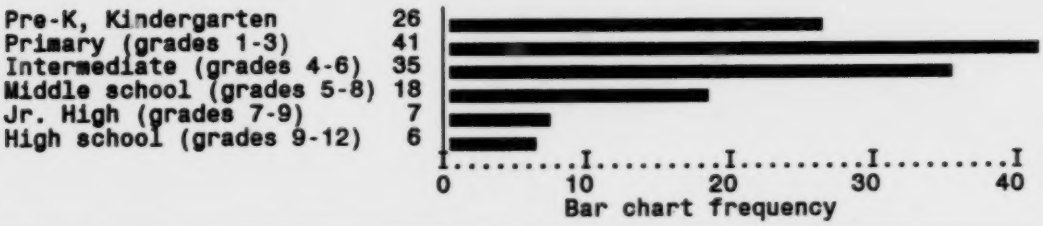
Principal Area of Concentration

Area	Frequency	Percent
Early Childhood	13	23.6
Social Science	10	18.2
English	7	12.7
Foreign Language	5	9.1
Elementary	5	9.1
Math	4	7.3
Science	3	5.4
Arts	3	5.4
Appl Sci. & Tech.	2	3.6
Library Science	1	1.8
Physical Education	1	1.8
Special Education	1	1.8
Total	55	100.0



Preparation Level

	Frequency	Percent
Pre-K, Kindergarten	26	47.3
Primary (grades 1-3)	41	74.5
Intermediate (grades 4-6)	35	63.6
Middle school (grades 5-8)	18	32.7
Jr. High (grades 7-9)	7	12.7
High school (grades 9-12)	6	10.9
Total	55	

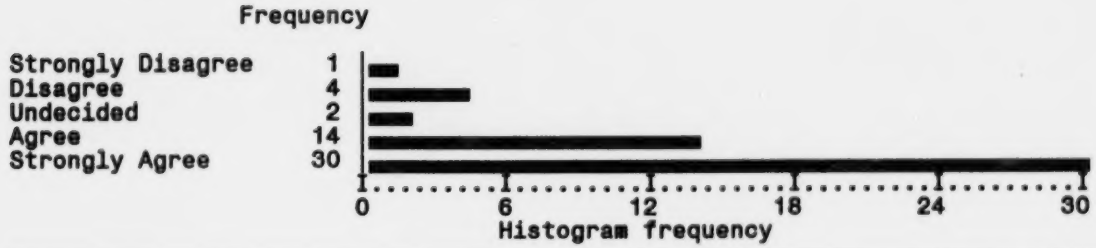


Scaled Items

1. Field experiences have been particularly valuable to me this semester.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	2.0	2.0
Disagree	4	7.3	7.8	9.8
Undecided	2	3.6	3.9	13.7
Agree	14	25.5	27.5	41.2
Strongly Agree	30	54.5	58.8	100.0
Missing	4	7.3		
Total	55	100.0	100.0	



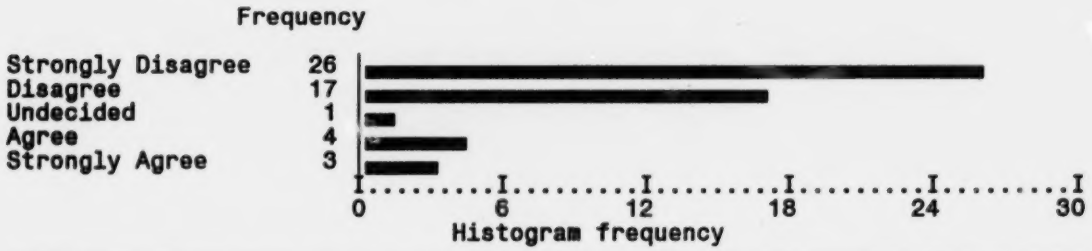
Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	4.0	4.0
Disagree	0	0.0	0.0	4.0
Undecided	1	1.8	4.0	8.0
Agree	7	12.7	28.0	36.0
Strongly Agree	16	29.1	64.0	100.0
Missing	30	54.5		
Total	55	100.0	100.0	

2. I have had especially unrewarding experiences in my field experience this semester.

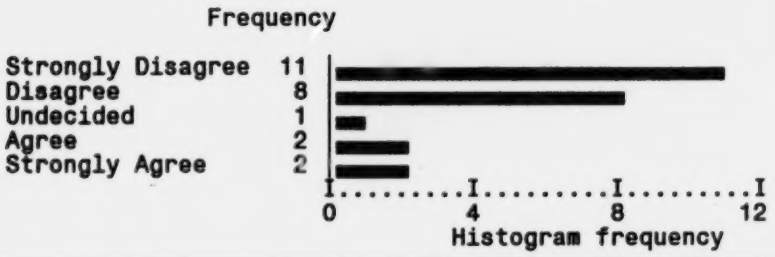
General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	26	47.3	51.0	51.0
Disagree	17	30.9	33.3	84.3
Undecided	1	1.8	2.0	86.3
Agree	4	7.3	7.8	94.1
Strongly Agree	3	5.5	5.9	100.0
Missing	4	7.3		
Total	55	100.0	100.0	



Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	20.0	45.8	45.8
Disagree	8	14.5	33.3	79.2
Undecided	1	1.8	4.2	83.3
Agree	2	3.6	8.3	91.7
Strongly Agree	2	3.6	8.3	100.0
Missing	31	56.4		
Total	55	100.0	100.0	



Activities in the CTLs were valuable to virtually all students, both in General and in Specific Pedagogy. Like the Phase I respondents, students in General Pedagogy appear to have interpreted Item 2 as a simple inversion of Item 1.. Respondents addressing their experiences in Specific Pedagogy in particular, however, made a distinction between their overall assessment of CTL activities, which only two respondents identified as lacking value in any degree, and their satisfaction with particular activities

considered separately.

Forty-seven (85%) of the fifty-five respondents submitted strongly positive written responses to open-ended question 1 regarding "particularly valuable" activities in the CTL. All students who continued their studies in Education up to this point greatly enjoyed being in schools. Suggestions for improving the quality of training done in the CTLs clustered tightly around factors presently beyond the control of CTL personnel, with the exception of some mild criticism of those activities most nearly resembling instruction on campus. As one student wrote, "Some of the school's after school workshops were valuable, but I got the most out of just teaching."

One respondent found CTL activities a useful complement to instruction received on campus, citing the value she had found in "experiencing things in the classroom that we've been learning at the University." Hers was the only such comment. Widespread criticism focused on the nature and extent of CTL activities required by UW faculty. In reporting the effectiveness of their experiences with public school personnel and pupils, students often condemned what they perceived as a disjuncture between campus and CTL activities. They felt that the assignments intended to inform their observations on site rarely enhanced their experiences, and frequently interfered with them:

"I think we should spend more time in the field and less on campus. I learned so much more at my school."

"Any time in the classroom seems to be valuable to me. The time spent teaching and working with a mentor is of much more value than theory & 'busy work' assigned on campus."

"I enjoyed constructing my own lesson & teaching it. Although everyone got their learning cycle back & were asked to redo them & turn them in a month later, [one specific methods] dept. did not want the corrections back before we taught the lesson. This tells me that they didn't care if we taught it effectively, they just wanted it for a grade."

"If it were not for my CTL school, I would have gotten no education this semester. . . ."

"CTL experiences have been the 'saving grace' of the program. They are the only time I've felt I was getting necessary, relevant instruction."

"I learn so much more when I am in the schools. It is difficult to say which is most valuable. I would say that being with the kids, getting to know them, and teaching is very valuable. One way for improvement would be to either increase the number of times there or make less requirements for 3 days."

"The time in the schools is where I learned the most about teaching. The work load can't be so much, if we are supposed to be learning from our mentor teacher. The time in the public schools has been well spent, but too many demands have been put on us."

"The lessons have been most valuable to me. Don't have so much nonsense work required. It's just busy work that we feel we don't get anything out of."

"All experiences in the school have been rewarding. I must add, however, that the positive learning experience came from the students and mentor teachers, not so much the assignments we had to accomplish for profs on campus. Many of their assignments have been out of touch with reality."

"When in my CTL, I have learned a lot about the real world of teaching, and it does not correlate

at all with what we learn while on campus. This needs to be changed drastically on the part of the UW faculty. My experience has been much more rewarding and valuable in the CTL."

This pattern of criticism, which emerged somewhat unexpectedly in response to a question calling for the identification of valuable CTL experiences, and suggestions for improving them, was extended and intensified in responses to the second open-ended question, "If you have had any unrewarding experiences in a CTL, what were they? Could such experiences be avoided or ameliorated in the future?"

"I loved being at the CTL, but I felt like I was too stressed with my campus studies and this interfered with my teaching. Plus, a lesson that my mentor teacher told me to teach my campus teacher stated was for a lower level class. I had to upgrade the lesson, and it flopped. If it wasn't for my mentor teacher, I would have never made it through this program."

"The only unrewarding experience in the CTL is the fact of the work load expected from some specific methods classes. My experience in the CTL was not as meaningful because of trying to find time to do all the work."

"None, except that because of the lengthy requirements from campus [instructors], our mentor teachers get their toes stepped on a lot."

"Redoing a ... lesson was especially unrewarding, & [it] was not necessary for my [Specific Methods] teacher to make me redo it in my public school."

"We had too much work assigned to us while we were there, from specific methods. The types of lessons that the specific methods teachers wanted us to teach were unrealistic."

"I didn't like the nonsense work that was required of me from a few of the specific pedagogy instructors. I feel there wasn't enough time allowed in order to finish everything. Instead, I was running around trying to get little things done when I could have been in the classroom observing or teaching."

"Too many of the assignments, especially those in specific methods, interfere with my being in the classroom. I have been unable to work with my mentor teacher as much as I would have liked to. One visit over, I spent so much time pulling students out of class to interview them that I didn't get to do any teaching."

"The only unrewarding thing [in our CTL visits] is all of the BUSY WORK the jerks in specific methods give us to do!"

"The only problem I had was trying to complete busy work the idiot specific [methods] teachers gave us to do . . . ."

"The real answer for [this item] is that I loved spending time in my classroom and with my mentor teacher. She keeps me in the program and still wanting to teach, [in spite of extremely discouraging experiences on campus, in classes cluttered with busywork assignments, as explained in response to item 4]."

"CTL was my escape from methods. I have had only positive experiences in my CTL. If it wasn't for CTL, I would have dropped out of the program."

Students in Phase IIIa felt strongly that communication between UW faculty and CTL personnel, particularly mentor teachers, stood in great need of improvement. This theme emerged in comments to

questions 1 and 2, and persisted in responses to questions throughout the survey. Students ascribed a wide range of problems to what they perceived as inadequate cooperation, both among UW instructors and between campus and school officials, in the planning, implementation, and evaluation of learning activities in their course:

> "I think that the actual teaching in the schools was valuable. One way to improve that is to have the instructors communicate. If the UW instructors & the CTL teachers would get together and explain what is going on, it would be helpful."
>
> "The hands-on experience in a classroom is the best way for us to learn how to teach, in my opinion. That is why I support the program. To improve this, we should give all of our outcomes to our mentor teachers at the beginning of the semester so they know what they're agreeing to, rather than just saying they'll work with us."
>
> "I did not enjoy going there with lesson plans that I was supposed to teach and had agreed to teach during my last visit, and finding out that the class had already covered my material the week before because they had worked ahead. It made me look unprepared. This lack of communication could be bridged if we knew exactly what we were doing from day one, and the CTL teachers knew everything their commitment implies when they agree to do it."
>
> "The most unrewarding experience is trying to please my mentor teacher & also all the professors on campus. The pressure on myself isn't fair, & neither is teaching something unrelated to anything for the [CTL classroom] students."
>
> "The major problems were the amount of time allotted to plan lessons on campus & how to communicate the major changes that were forced to be made to lessons on campus to the mentor teachers who need to plan these things for us into their days. Time was a huge factor--not enough time for us to meet requirements & mentors to still meet their duties."
>
> "More coordination in planning, Mentor Teacher with UW faculty"
>
> "[Especially valuable activities included] Planning & teaching lessons, reflecting on the lessons & getting feedback for improvement as well as feedback for the positive parts of the lessons from mentor teachers.
> Improvement: Specific instructors work more closely w/ mentor in developing lessons."
>
> "Basically, I found that my mentor teacher was not as well informed as we both would have liked. I think more communication between the CTL and U.W. is needed."
>
> "My mentor is unhappy with this program's demands & tells me she will not participate again. That's unfortunate, because she's one of the best teachers I've ever seen."
>
> "The communication between UW and the public schools was very limited. The College of Ed needs to have more clearly defined goals."
>
> "I think that the UW teachers need to talk to each other. There was & is some confusion as to what we are doing in the classroom (field). I had one teacher who thought it would be nice if I taught but did not know how I would be able to get all the other things done. You should have all the observations & such done in Phases I & II, and keep [Phase] III for teaching."

In general, Phase IIIa students felt that the training they had received in their mentor teachers' schools had been so valuable that they wished the UW faculty members responsible for assessing their

achievement had known more about it. Although none employed the term, many seemed to believe that their performance in classroom settings constituted occasions for valid authentic assessment. One respondent phrased it this way:

> "The actual teaching was the best thing the college could have done. There should be more evaluations required of on-campus teachers as well as mentor teachers about the student."

Students in Cycle A were well aware that changes would occur in the structure of the Phase program, in part as a consequence of their experiences in it. Among the changes they recommended, issues related to travel and scheduling received a high priority:

> "Last year in Phase II, I and some others had to live in motels for the four weeks. The financial obligations were terrible. The time in the public school was great. Travel, Housing, and money need to be worked out better in the future."

> "My two mentor teachers have been wonderful, and have helped me in every way possible. Working in various grade levels has helped me decide where I want to be. The month-long stay in Phase II [last spring] was great, but we needed help with finances."

> "All CTL experiences are good except for the fact that we show up, teach 3 days, and leave. It is hard to find any continuity."

> ". . . Not enough time to get the real benefit of an assignment because another one had to be done. Too much to do in 3 days."

> "I think going to the public schools is very valuable. The only recommendation for Phase III would be to not have such a long break in the time periods. For example, make it like Phase I."

> "Teaching itself has been very valuable. A lot of the teachers at my school . . . really went out of their way to work with me. I just wish the time would have been more centralized. Get rid of every 1/3 [third] week--it's a waste."

> "I love working with the children and the teachers. The drives to the CTLs are long. I feel that the farther you have to travel, then the more credits you should get."

> "I have found that observing, assisting, and teaching lessons have been very valuable experiences for me. Improvements would include fewer academic demands placed on the students while on site, and fewer trips to the CTLs which would last longer. (Those of us traveling long distances have NOT enjoyed it!)"

> "I have had an experience in a CTL, but I do not know if I would call it unrewarding. I am an athlete who is in season. When I go to my CTL, I am only able to go for half a day. This is hard on me because I'm not always able to finish my required schoolwork, and it's difficult on me and the students when I'm only there for half a day."

> "The work load is way too much. Give people the option to take these classes part-time, or at least offer methods in the summer schedule."

A number of one-of-a-kind difficulties were cited. One student reported a stifling experience with an authoritarian mentor teacher; another suffered through a trying day with a substitute teacher, in the absence of the mentor. Although most students who commented on CTL activities outside the classroom found them surprising and enlightening, one respondent "did not enjoy attending PTO functions or staff

meetings because I had a lot of planning, reading & writing to do. These took away from what I felt were priorities." Two students mentioned problems which they thought could be remedied through curriculum changes on campus:

> "I have had a very hard time developing a well organized, easily followed lesson plan for my grade level. This has caused me to feel very unsuccessful in the classroom, so I would suggest having a formal class on lesson planning in Phase I to give students an idea of how to properly prepare to teach."

> "I am in a middle school classroom in the CTL, and this is not at all convenient when trying to work with the UW faculty during Phase IIIa. The reason this is, is that the specific methods classes are focused solely on an elementary classroom. Something must be changed! Either do not allow UW students to be in a middle school classroom, or adapt to those students who are in those classrooms."

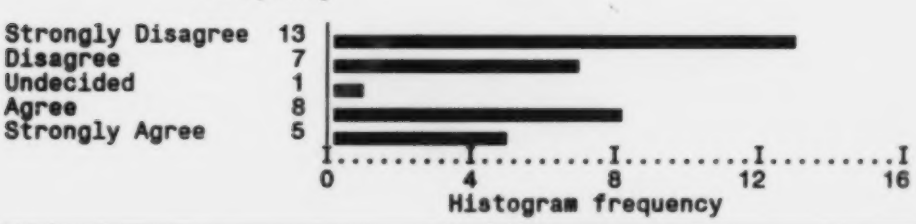
3. On-campus education coursework has been particularly valuable to me this semester.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	18.2	19.6	19.6
Disagree	18	32.7	35.3	54.9
Undecided	6	10.9	11.8	66.7
Agree	16	29.1	31.4	98.0
Strongly Agree	1	1.8	2.0	100.0
Missing	4	7.3		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	23.6	38.2	38.2
Disagree	7	12.7	20.6	58.8
Undecided	1	1.8	2.9	61.8
Agree	8	14.5	23.5	85.3
Strongly Agree	5	9.1	14.7	100.0
Missing	21	38.2		
Total	55	100.0	100.0	



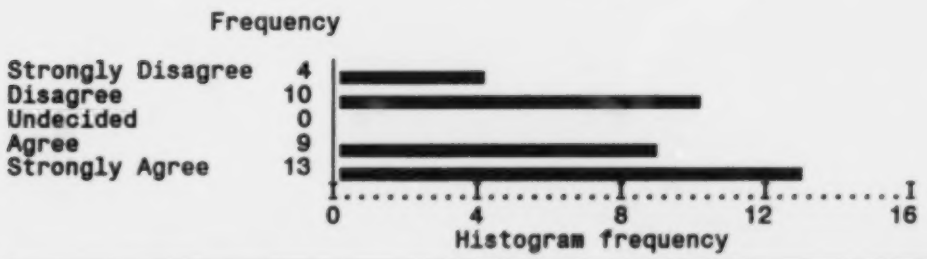
4. I have had especially unrewarding experiences in the campus-based component of my program this semester.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.5	6.0	6.0
Disagree	11	20.0	22.0	28.0
Undecided	11	20.0	22.0	50.0
Agree	14	25.5	28.0	78.0
Strongly Agree	11	20.0	22.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	7.3	11.1	11.1
Disagree	10	18.2	27.8	38.9
Undecided	0	0.0	0.0	38.9
Agree	9	16.4	25.0	63.9
Strongly Agree	13	23.6	36.1	100.0
Missing	19	34.5		
Total	55	100.0	100.0	



All distributions except that for Item 4 exhibit a striking bimodality. On Item 4, a majority of respondents may have had unrewarding experiences in the campus components of Phase IIIa.

Among the twenty-odd students who distinguished between their experiences in General and Specific Pedagogy and reported scores reflecting only their evaluation of their learning in Specific

Methods, only one registered an "Undecided" opinion. The division of opinion ran about 60% in support of a proposition that unrewarding experiences had predominated in on-campus work.

Further analysis of the data is required. Responses on the related open-ended questions suggest that the experiences of Elementary Education majors in Specific Methods were so radically different from the experiences of students in more conventional content-area courses that, for purposes of these questions, at least, the two groups constituted separate populations.

Students in traditional content-area programs submitted such comments as these:

"The Specific Pedagogy has been very valuable to me, and my only suggestion is, 'Don't let Louise Jackson leave the university.' Also, some presentations have been very helpful, [e.g.,] guest speakers."

"The Specifics English class . . . [has been most valuable to me]. I suggest in Phase IIIa that emphasis be on Specifics, and not on General."

"My Social Studies/Secondary class has been fabulous. Our professor has introduced us to so many interesting ideas I cannot wait to try them."

Some students in Elementary Education also found their Specific Methods activities valuable, and although they were aware that their experiences were not typical, they made a point of putting in a good word for them:

"As much as everyone moans about Specific Pedagogy, I really like the ideas they're trying to get across in education. They focus on education for the future. The down side is that we are the first students to go through the program, and at times it has been quite unorganized. But I feel that once the kinks get worked out, the program will be very beneficial and efficient."

Secondary Education majors tended to make invidious comparisons between the instruction they received in their specific content areas, and the activities of their General Pedagogy cohorts:

"Sometimes I felt like I wasn't getting anything out of General Methods; I was only there to fill a seat. More emphasis was put on the Elementary level, and it made me feel like Secondary wasn't important. If General Methods was incorporated into Specific, it would be more beneficial."

"I think the ... General Methods class was a waste. This might be different if we had learned anything – I think the general methods might be taught better if taught by the person who was communicating with your CTL teacher; as it is, my General Methods teacher has <u>no clue</u> what is happening in the field. This could simply be a lack of <u>communication</u>."

"Specific Methods [were especially valuable for me]. Since I am specializing in one subject, I see really no need to have a separate [general] methods course. I think if there is a combination of General Methods incorporated into my specialty, it would be more beneficial."

Such proposals for restructuring would have little appeal to Elementary Education majors, based on their experience in Cycle A's Phase IIIa:

"General Ped. was valuable to me. It correlated well with what we did in our CTLs. Specific was horrible. We didn't know what was due or when or how to do it."

"I have really enjoyed the General Pedagogy class for Phase IIIa. It has given me some stability,

along with a little bit of routine, which I find very necessary when everything else is constantly changing. Maybe by doing this, creating a routine within each Phase, it would make it easier for students to accomplish the required tasks w/ minimal stress."

"The only place where I have learned in Laramie is in my General Methods class. Other than that, this semester has been a huge waste of money to me. I feel very cheated out of an education. Specific Methods needs to be more flexible to what can actually be done in the CTLs. They also need to tell the students what is expected of them ahead of time, so we can do a decent job when we turn in assignments. The way it is now, we rush just so we can turn something in."

"It is very difficult to discuss particular experiences that were unrewarding, but it would not be out of line to say 'the semester.' As I said before, the only place I learned anything was in my General Methods class. Things that could be changed are the Sp. Methods teachers being more prepared, giving assignments that can actually be used in the CTL--and used effectively."

Comments on items 3 and 4 filled over eight single-spaced typed pages, printed in a small font. Much of this data addressed the shortcomings of the first cycle of Specific Methods instruction. A few specimens represent suggest both the content and the tone of these remarks:

"The most frustrating part of campus experiences was working with 7 instructors who could not even agree on the basics--goals, objectives, concepts, etc. We looked to these people for guidance & suggestions, & all that we got was confusion & negative comments. These instructors need to realize that we are not working w/ only them as one person, but 6 other of their colleagues & mentor teachers, who all have different opinions.
Suggestions: A smaller group of instructors, 3-4 maximum, to guide inst. for all areas of curriculum--not 7 who believe that their area is the most important & needs the most time spent."

"I feel that I have learned nothing from my Specific Pedagogy classes this semester. We have been told to just turn in work because we didn't have time to do our best; then, when we get our work back, they tell us that we aren't doing good enough work. Our group has been called the 'Guinea Pig' group several times. I have been told that this program isn't working, but that it won't change for us because we are the first group through it."

"Only have 3, at most, people to answer to! Communication between instructors must be clear before explanation of tasks to us. More positive feedback is needed--some of us are now lacking in self-esteem. --Practice what you preach!!! The professors need to go to the communities, not Laramie, & see how each works. They are out of touch."

"The most unrewarding experience in all of my college career has been the Specific Methods instructors. The university needs to hire positive role models that provide encouragement to their students. These instructors teach in a way that they would not want modeled: 'Do as I say, not as I do' method."

Not all respondents made distinctions among better and worse experiences in Phase IIIa:

"No on-campus activities have been valuable."

"I have not found any on-campus activities to be valuable. Specific Methods teachers have many outcomes, but do not know how, or agree on how, they will be met."

"I know that there have been many things of value, but have been so disgusted with the disorganization on this end that I am unable to think of any, specifically, at this time."

"I have found very few activities rewarding or valuable this semester. The experiences with most of the Specific Methods teachers were horrible. I do not feel ready to teach certain subjects because of this."

"This whole semester has been extremely unrewarding. I don't feel as though I've learned a thing from my Specific Methods teachers. I feel unqualified to teach, and cheated out of a quality education."

"The professors (all but 1) in Phase IIIa have made this a living hell. They cannot work together, come to any group conclusions, nor do they show consistency in their actions. If the students are not their top priority, they should not be here. I have been cheated out of an entire semester's education."

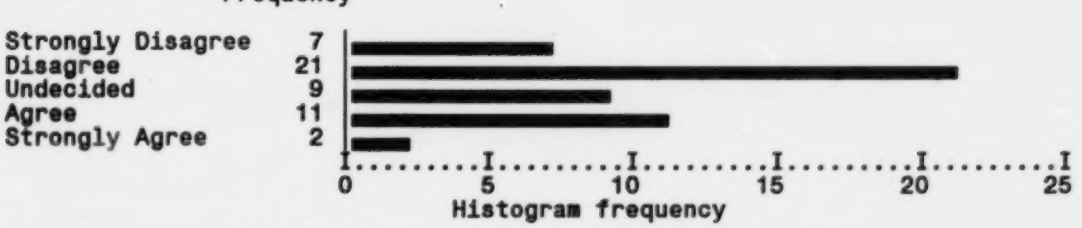
"None. I have been confused and frustrated throughout this entire Phase. I would recommend putting one person in charge, instead of having all the teachers have a power struggle over whose topic is most important."

"I felt so overwhelmed and frustrated this semester. I helped plan the Phase program. I felt this semester was going to go much better than it really did. The things that were expected of us were crazy. This has been my worst--and a lot of [my classmates'] worst--semester. The organization really needs to improve."

5. My on-campus work was well coordinated with my experiences in the field.

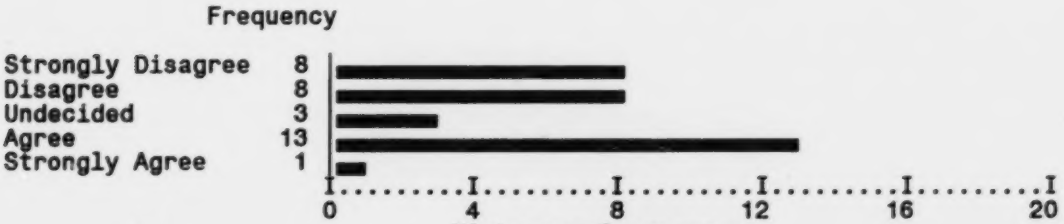
General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	14.0	14.0
Disagree	21	38.2	42.0	56.0
Undecided	9	16.4	18.0	74.0
Agree	11	20.0	22.0	96.0
Strongly Agree	2	3.6	4.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	



Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	14.5	24.2	24.2
Disagree	8	14.5	24.2	48.5
Undecided	3	5.5	9.1	57.6
Agree	13	23.6	39.4	97.0
Strongly Agree	1	1.8	3.0	100.0
Missing	22	40.0		
Total	55	100.0	100.0	



The bimodal distributions on these questions are what one would expect, in light of the respondents' enthusiasm for their field experience, and their decidedly mixed reactions to their work in the on-campus components of Phase IIIa. As many as 14 among the Specific Pedagogy subset of volunteers--over 40 percent of the respondents on this question--affirmed that their work had been well coordinated. Written comments suggest that these respondents were drawn principally from the population in departmentalized Specific Methods classes, as the following remarks suggest:

"Specifics was very well coordinated w/ my mentor teacher, but in General Pedagogy, we were asked to do things that my mentor teacher had never heard of."

"IN GENERAL METHODS, NO! LEAVE COORDINATION OF FIELD ACTIVITIES TO SPECIFIC METHODS IN PHASE III.

"General Pedagogy was a waste of time. Much work was repetitive of Phase II. We learned very little in Specifics, but what we did learn we were allowed to practice in the field. Take what is salvageable from General and incorporate it into Specifics."

"Specific was really rewarding, because it had a focus, it was organized, and it had meaning."

Among students enrolled in the Unified Specific Methods program, however, General Pedagogy worked very well for some:

"I have especially found the General part has coordinated well w/ experiences in the field."

"General Ped. was well coordinated, but Specific had nothing to do with our CTL experiences. . . ."

"In General Pedagogy, yes, but in Specific, definitely NOT! There was very little coordination, [a circumstance] which could have been avoided by clearer expectations from our professors and more communication between the CTL teachers & UW staff."

"General Ped. experiences were wonderfully coord. in the field! This is clearly the [result] of hard work from instructors both on campus and in the field. Specific is quite the opposite–I have (and many other students have also) done 2 times the work expected this semester. Each time I write a lesson, I write two: one to meet the requirements of the inflexible instructors on campus; the other is the lesson that I actually use to teach in the field."

Most respondents, regardless of their areas of concentration, found that coordination of activities was a feature of instruction which required more attention in Phase IIIa:

"What we learned on campus was valuable, but was taught too late for using the info. effectively in the CTLs. Everything was about 2 wks late on being taught."

"The off-campus work can not be coordinated with the CTL. The on-campus expectations can't be applied in the classroom."

"No, it was all just busy work. The Specific teachers would even come right out and say, 'You won't use this in a regular classroom, but we will have you do it anyway'!!!"

"Not at all. The 'coordination' was nonexistent. Campus instructors appeared entirely unconcerned whether their activities integrated with our CTL limitations–they wanted their requirements filled, regardless of whether they were practical."

Those who offered constructive suggestions placed great emphasis on the value of classroom experiences in the CTLs, and recommended that UW faculty extend more authority, responsibility, and courtesy to their mentor-teacher partners:

"I don't feel that the Specific teachers even communicated with the teachers in the field. If we didn't have the correct information from the field for our Specific teacher, we were wrong. The

Specific [instructors] forget that [our mentor teachers' classrooms] were not our classrooms. We were asked to teach what the field teacher told us. This was frustrating. Communication needs to improve between everyone."

"No, the professors here tell us one thing to do, but in reality it is impossible to do in the field. In other words, it looks good on paper but doesn't work."

"No. Our mentor teachers were upset to have to give us a topic 3 weeks before they taught it because they didn't know where they'd be in 3 weeks."

"No. I believe that a meeting between Specific Pedagogy and CTL teachers is essential. Both need to realize that both have needs and are human! Instructors on campus could also be the cohort leaders, helping to eliminate this miscommunication."

"No!!! Communications needs to be better. Hire some of the mentor teachers during the summer to help plan Specific. They know what is going on because they are there now. The professors are out of touch. COMMUNICATION is key!!"

"Spec. Methods teachers need to be able to see us at the CTL schools. I am in an integrated, multi-aged classroom (3-4) in Cheyenne, where our teachers plan and teach everything together. My partner (who is also in my campus classes) & I received a LOT OF HASSLE for doing the same lessons & doing them together. THESE TEACHERS NEED TO SEE WHAT ALL OF OUR SPECIAL CIRCUMSTANCES ARE."

"No. Mentors should be much more involved in the coordination of on-/off-campus work, and should be more involved in evaluating & assessing Phase students--possibly even awarding final grades."

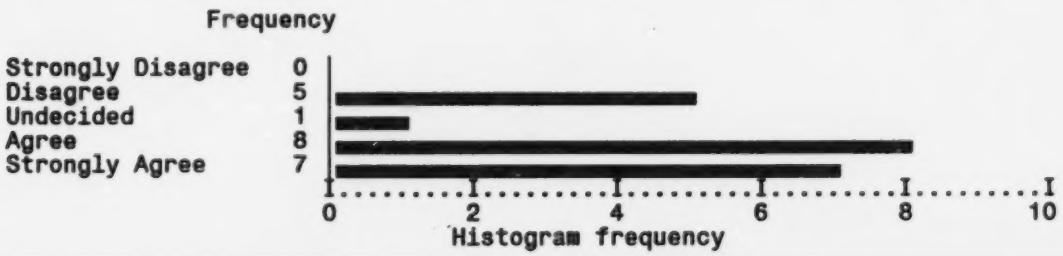
6. The distinctive requirements of the new undergraduate program have made it more difficult to finance my education.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	2.0	2.0
Disagree	12	21.8	23.5	25.5
Undecided	3	5.5	5.9	31.4
Agree	17	30.9	33.3	64.7
Strongly Agree	18	32.7	35.3	100.0
Missing	4	7.3		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	5	9.1	23.8	23.8
Undecided	1	1.8	4.8	28.6
Agree	8	14.5	38.1	66.7
Strongly Agree	7	12.7	33.3	100.0
Missing	34	61.8		
Total	55	100.0	100.0	



Only one student strongly disagreed with this statement; twelve others disagreed, and three were undecided. Roughly 70 percent believed that the new program would cost more than the old one did, and had not yet identified the additional financial resources which would offset the higher costs.

One student reasoned,

"I am lucky that my parents are financing my education. With the amount of work I have been doing for Phase III, it would be impossible to hold a job. I am feeling the crunch with paying for gas & using my car to drive to Cheyenne this semester. When something like this is required, the College needs to think about students and their finances. Another problem is the amount of copies we have had to make. Some of us have spent a hundred dollars, & we are not finished yet. We have already completed one assignment ... in which we had to copy songs for each grade (between 50-210 songs). Five cents adds up quickly! Now another assignment is due. In this collection, we have to have games & activities. More copying."

The note of solidarity with classmates evident in the preceding comment is more pronounced among Cycle A students than it was among the Cycle C group in Phase I. As the program has progressed, it has uncovered serious financial needs in some of its students. One wrote, "They haven't affected me greatly, only the expense of driving back & forth every day. (We have to have a large van to accommodate a handicapped son who is an adult. We have to have a van--NOT ECONOMICAL FOR DRIVING!)"

The requirements of more advanced Phases can be especially hard on married students and parents:

"Yes, greatly! We have had to pay rent in two places, which ran us $600 a month. We had to travel 4,000 miles, which takes money for gas & wear and tear on your car. Not including utilities, food, and so on. . . . My husband and I have had more stress, worry, and financial troubles due to working toward a degree than if we had quit and worked a minimum-wage job. Good thing we want to become educators!"

"Yes, I have to work to pay part of the family bills. By being in the CTL so much & having overwhelming amounts of homework, the hours I can work are extremely limited. I received many scholarships this year & still had to take out all the loans I could, so my husband & I could make it through the year."

"With my wife in the program, it's hard to get out of school in ten years."

"Yes. We are expected to be out of town, and what if we don't have family or friends to stay with? I'm married; both my husband and I are in college. This is very hard when we're expected to pay rent in two different places. Living isn't cheap these days!"

"We were lucky to be able to stay with people in our site, but I did have to pay for meals, and also I have paid for someone to stay with my children when I am out of town."

Out-of-state students not only pay higher tuition, but are often especially hard hit by costs of lodging away from Laramie:

"Travel, housing, food! I'm not from Wyoming, and I have no relatives here. So I don't have anyone to stay with or ask for help when I'm out in the field. No one will rent for 4 weeks. This has been a major problem for me. I feel this is where a lot of improvement needs to come from."

Independent students have similar problems, whether they come from Wyoming or not:

"It is difficult to find an apartment in Laramie that will allow you to leave in the middle of the semester. Students can't afford to find a place to live in both cities, yet we often leave for maybe a whole month and come back."

Then there are the substantial costs of pursuing an extended degree program, which entails both further educational expenses and an additional period during which the student suffers a loss of income:

"Yes. Due to the poor planning and unclear nature of this entire program, I was poorly advised and will not graduate on time. I'd say that is a financial burden--school isn't cheap!! (My scholarship only covers 4 years.)"

"Due to very poor advising, the new program will cost me an extra semester in addition to the expense of visiting my CTL. It is expensive to pay rent in two places."

A few Cycle A students, having spent more than they had expected to, expressed concern over meeting upcoming expenses of student teaching:

"The financial requirements of this program are ridiculous. I've put myself so far in debt with unexpected, unannounced expenses that I'm going to have to work during student teaching.
Expenses:
travel
food
housing
lost wages--no way to hold a job, due to the unusual, unreasonable amounts of time we're not on campus."

"Obviously, for the first group of Phase students who had no time to prepare, having to maintain 2 residences, attempt to hold a job, pay regular bills & tuition, & travel are things that are a great financial burden, not to mention a [source of] tremendous undue stress."

"I feel travel has depleted my savings."

"It is a real worry about finding funds to finance the travel and housing arrangements. I am very worried about student teaching."

By no means are all Phase students directly affected by the degrees of financial hardship attested to by some of their classmates. Many of those not directly affected are nevertheless troubled by the circumstances that call forth such extreme sacrifice on the part of peers in their cohorts. Some express their concern in plain terms:

"Transportation is a killer. Because of a very tight budget, I was not prepared to pay for gas. I liked it more when the university provided transportation. For Phase II, it made it worse, especially for those students who had to pay for rent in Laramie, then pay for rent and food wherever they were staying." [The respondent received an assignment which did not entail this expense.]

"Not really. I know others have had problems."

Others emphatically assert their own ability to "make it" in the new program:

"No. There are loans and extra loan money that is provided due to the nature of travel & housing in the Phase program. I have had no problems, and I have a family, too."

"Not really. I spend a little extra money every time I travel to my school, but that is to be expected."

"None!"

Program requirements of various kinds entailing greater costs, in money and in time, than students expected seem to be the sharpest focal point of a sense of grievance to which some have applied the term "radical disempowerment." Students were nearly unanimous in their appreciation of the Phase program's incorporation of training activities in CTL classrooms, but even those who were in a position to bear the additional expenses associated with travel and who felt no great urgency to complete their training and enter the work force resented what they interpreted as demands being imposed on them without so much as consultation, let alone consent. Some had become so bitter that they had trouble focusing on the explicit topic of a question bearing squarely on finances:

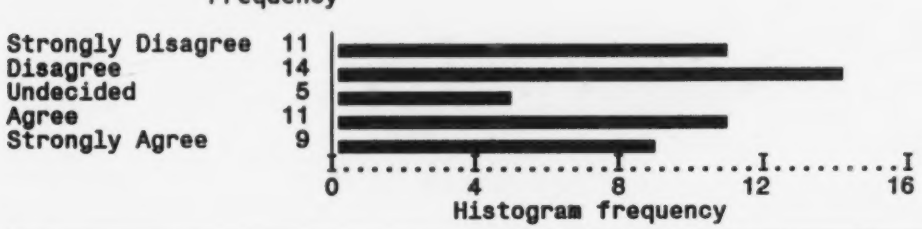
> "It seems to me that I fill out one of these evaluations every semester & express my disappointment, but nothing is ever done about it! I am sick of it. As a student paying for my own education, I have been thoroughly screwed over by the Education College. I feel I have wasted my money & wish I could transfer. I am doing my best to swear away people at this university from having anything to do with the Education College or the disgusting Phase program. I am not a guinea pig. . . ."

Despite the numerous technical problems that have been encountered in the course of developing and implementing the new program, most students believe that it will be far superior to its predecessor in many ways, once it is up and running smoothly. They also recognize that it will inevitably cost more than the old program did. What they have a hard time understanding is why they and their fellow students are being asked to shoulder such a heavy share of the costs of improving the quality of teacher education in Wyoming.

7. **I have been given a clear idea of the expected outcomes of my coursework this semester.**

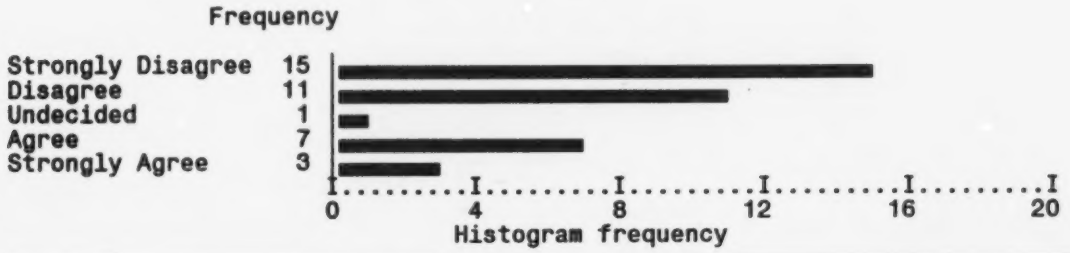
General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	20.0	22.0	22.0
Disagree	14	25.5	28.0	50.0
Undecided	5	9.1	10.0	60.0
Agree	11	20.0	22.0	82.0
Strongly Agree	9	16.4	18.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	



Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	27.3	40.5	40.5
Disagree	11	20.0	29.7	70.3
Undecided	1	1.8	2.7	73.0
Agree	7	12.7	18.9	91.9
Strongly Agree	3	5.5	8.1	100.0
Missing	18	32.7		
Total	55	100.0	100.0	



8. Outcomes for this course were unclear to me.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.1	10.4	10.4
Disagree	13	23.6	27.1	37.5
Undecided	5	9.1	10.4	47.9
Agree	17	30.9	35.4	83.3
Strongly Agree	8	14.5	16.7	100.0
Missing	7	12.7		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	17.5	17.5
Disagree	6	10.9	15.0	32.5
Undecided	1	1.8	2.5	35.0
Agree	15	27.3	37.5	72.5
Strongly Agree	11	20.0	27.5	100.0
Missing	15	27.3	Missing	
Total	55	100.0	100.0	

The bimodal distribution which emerged on items 3 and 4 reappeared here in an equally striking fashion. Students who made a distinction between General and Specific Pedagogy components of their coursework were more likely to have had an extreme reaction to their experiences than were those who reported a single score representing the degree to which course outcomes had been clear to them. Responses on item 8 tended to shift somewhat toward the positive when compared with those on item 7, perhaps suggesting that some students who felt they had not "been given" clear understanding of the

expected outcomes believed they had been able to puzzle them out for themselves. One respondent observed, "The outcomes were written out, but there are so many that it becomes overwhelming. We students were left to figure out how to meet these outcomes." Although an unacceptable level of confusion appears to have prevailed throughout the semester, by December something between 33 and 40 percent felt they had achieved a workable orientation toward their tasks in Phase IIIa.

Once again, comments on open-ended items plainly show that our survey was reaching two distinctly different populations. For some students, General worked well, while Specific did not:

> "General Methods outcomes were reasonable and clear. Specific Methods outcomes & expectations were a hazy blur."

> "Outcomes for General Pedagogy--very clear!
> Outcomes for Specific Pedagogy--very unclear. It is November 29, and I still do not know what is expected to be in my portfolio."

For a few others, the opposite was the case:

> "In General Pedagogy, we had too many options, and by the end of the semester they were all jumbled together and we weren't sure what we had to do to meet each outcome."

Some students reported no problems:

> "All outcomes of my coursework have been very clear."

> "The outcomes were given in the beginning, and they were clearly given."

Most of the forty-eight responses indicated general confusion and frustration, however:

> "They were often worded unclearly--then no explanation of them was offered later."

> "No. The outcomes are so generally stated that even the designers can't seem to wade through the ambiguity."

Many comments highlighted the extent to which students depended on instructors' assessments of their work to clarify their own sense of where they were supposed to be going, and how they would be able to get there:

> "Yes. The outcomes are listed on my syllabus, but I have no idea what they mean. I do not know my grades or how they will be broken up yet, & it is December. The teachers are now leaving it up to us to document the outcomes which they have not completed."

> "No! I feel that communication has been very weak. We have too many instructors to communicate w/ on coursework, grades, and their attitudes on subjects."

> "Only in General Methods [were outcomes clear]. As far as Specific Methods go, I still am not sure what was expected of me at midterms. The instructors say they communicate well, but they could not clearly communicate if their lives depended on it! It really would have helped if assignments could be written up and handed out to us. A regular syllabus would also be helpful."

9. Classwork and learning activities have helped me to meet the outcomes of this course at a level of achievement acceptable to me.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	14.0	14.0
Disagree	8	14.5	16.0	30.0
Undecided	12	21.8	24.0	54.0
Agree	19	34.5	38.0	92.0
Strongly Agree	4	7.3	8.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	10.9	19.4	19.4
Disagree	10	18.2	32.3	51.6
Undecided	3	5.5	9.7	61.3
Agree	10	18.2	32.3	93.5
Strongly Agree	2	3.6	6.5	100.0
Missing	24	43.6		
Total	55	100.0	100.0	

A minority of respondents agreed with this statement. The disappointment was more acute among those who submitted separate scores for their experiences in Specific Pedagogy, where the distribution was marked by a familiar bimodal tendency.

Some students were not merely satisfied with their progress, but pleased, and clearly expressed

their appreciation of the new program:

"Definitely. The whole Phase program has made me into an overachiever, which is good."

"Yes--I feel as if I have learned and benefitted a great deal from the program."

Those who expressed global dissatisfaction tended to focus on Phase IIIa, rather than on the program as a whole:

"No. Everything was underexplained. We all were still confused after we had handed them in."

"Not at a level acceptable to me, because I always felt that I was just getting things done to please the instructors, and not really sticking with my ways and values."

"No. I think that most of the outcomes have been learned outside of class with no instruction as to what was wanted."

A few were so profoundly alienated by their experiences last fall that they had difficulty appreciating anything they had achieved in the entire program:

"No--I do not feel I have benefitted from this program in any way. This is very frustrating, since I'm paying many $'s for an education."

"No! In talking with students from the old program, I feel they will be better prepared to go into the teaching profession, as far as teaching methods are concerned."

"No. I feel as though I should attend another teacher ed. program, somewhere else, to get the education I rightfully deserve."

A widespread perception that too much had been undertaken in too little time was offered as one explanation for the frustration which animated many comments:

"There was so much to do and get in, that the instructors themselves couldn't get everything in. Some of the activities were helpful, and others weren't."

"No. There is too much in the short amount of time. If they could do an overview and have us choose projects that pertain to grade level, area of concentration, or just projects that pertain in general. . ."

"I'm not sure yet. I have not had time to study the outcomes in detail because of all the work I have had to put into assignments. I'm sure I will find out when I start putting my portfolio together this weekend. I feel like all the work I have done this semester has been done half way. There is just not enough time to do everything our best."

"I was not able to do my best on anything this semester. I am constantly running around trying to get things turned in before the deadline. As a class, we tried to talk to the Spec. Meth. teachers about this, and they completely ignored us."

One student, addressing the common sense of dissatisfaction prevailing among classmates in the unified methods classes, suggested a means by which the College could attempt to redress their grievance:

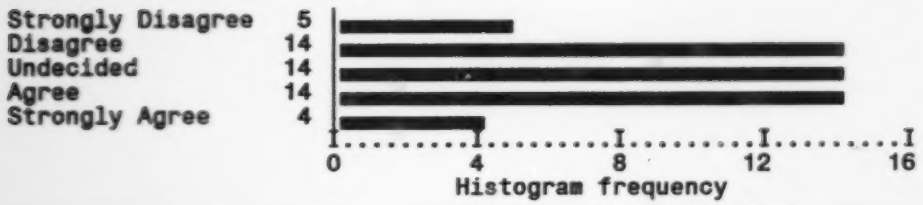
"No. I would not want my child to have a teacher who only had the specific methods I've been given this semester. . . . I've asked to audit Spec. Methods during Pre-Session and Summer School to make up for this lack. The classes should be offered to us free of charge."

10. My achievement has been well-monitored and evaluated by on-campus instructors.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.1	9.8	9.8
Disagree	14	25.5	27.5	37.3
Undecided	14	25.5	27.5	64.7
Agree	14	25.5	27.5	92.2
Strongly Agree	4	7.3	7.8	100.0
Missing	4	7.3		
Total	55	100.0	100.0	

Frequency



Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	12.7	20.6	20.6
Disagree	12	21.8	35.3	55.9
Undecided	4	7.3	11.8	67.6
Agree	9	16.4	26.5	94.1
Strongly Agree	2	3.6	5.9	100.0
Missing	21	38.2		
Total	55	100.0	100.0	

Frequency

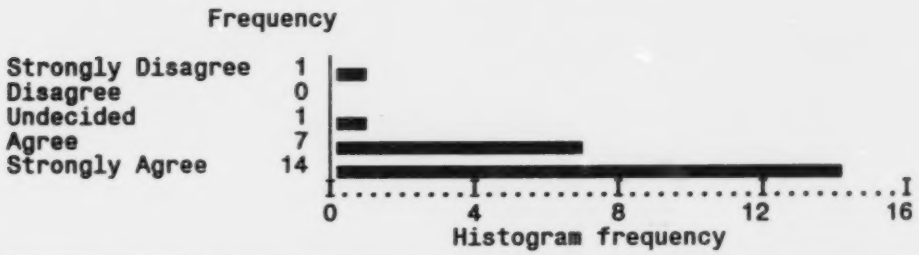
11. My achievement has been well-monitored and evaluated by my mentor teachers in the field.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	3	5.5	5.9	5.9
Undecided	2	3.6	3.9	9.8
Agree	21	38.2	41.2	51.0
Strongly Agree	25	45.5	49.0	100.0
Missing	4	7.3	Missing	
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	4.3	4.3
Disagree	0	0.0	0.0	4.3
Undecided	1	1.8	4.3	8.7
Agree	7	12.7	30.4	39.1
Strongly Agree	14	25.5	60.9	100.0
Missing	32	58.2		
Total	55	100.0	100.0	



12. Assessments of my work I have received have been useful to me in keeping my work efficiently on target.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	21.8	24.0	24.0
Disagree	7	12.7	14.0	38.0
Undecided	9	16.4	18.0	56.0
Agree	16	29.1	32.0	88.0
Strongly Agree	6	10.9	12.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	10.9	19.4	19.4
Disagree	4	7.3	12.9	32.3
Undecided	3	5.5	9.7	41.9
Agree	14	25.5	45.2	87.1
Strongly Agree	4	7.3	12.9	100.0
Missing	24	43.6		
Total	55	100.0	100.0	

Phase IIIa students strongly concurred that the assessments they had received from mentor teachers in CTLs had been fair and useful. This factor did not suffice to suppress the bimodality of responses to item 12. Asked whether course assessments had helped them keep their work efficiently on target, fewer respondents strongly agreed than registered uncertainty; nearly a quarter strongly disagreed.

Scores clustering in the middle of the scale on the general responses to Item 10 (Assessment by on-campus instructors) suggest a certain ambivalence or confusion. Those indicating separate scores for Specific Pedagogy diverged clearly. It may be that responses here included a factor of frustration over poor coordination of instruction, both between components on campus, and between campus classes and work in the CTLs.

Anxiety over final grades was an important factor for some respondents:

> "O No! We are just getting our grades back in General Methods from the beginning of the semester (Dec. 1). In Specific, you don't know what you need to do to get an "A". We have so many different instructors. Each instructor grades differently. We get an "S" on almost everything--is this an "A" or a "C"? Every teacher is different."
>
> "We have been graded a lot by Satisfactory, Unsatisfactory. Now, tell me, how is S/U supposed to be transferred to a grade?"
>
> "I feel real unclear as to how I have been assessed and how I am doing, because I haven't really received any grades."
>
> "Assignments--many we haven't received back, or they have a '√' [checkmark] or 'S' on them. What do they stand for, an 'A' or a 'C'? No, we don't have tests. No, they grade too hard & expect too much."
>
> "The grading scale is insane. They want us not to be grade-oriented; then they move the scale up to a 93% for an "A" for a 10-credit class. This only reinforces grades. 10 credits of a "B" will kill my GPA."

Many students expressed concern over what they perceived as shallow and dilatory assessment and evaluation:

> "Even the graded papers or assignments I get back are unclear. There is a grade with no explanations why, and some sheets have no "√" marks [checkmarks] next to descriptors for grading."
>
> "Absolutely not in Specific. I have no idea how we will be graded in Specific Ped. Each instructor has his/her own system that is nothing like the others'. We simply act like robots & do what is asked from each instructor to get a grade--none of it is meaningful whatsoever! I'm not sure what I have achieved this semester in Specific."
>
> "Yes[, assessment and evaluation have been helpful]--More specifically in Specific Methods, though. General Pedagogy often lost its focus."
>
> "We get back assignments several weeks after we turn them in, filled with unconstructive negative feedback! How am I supposed to correct and care about an assignment I turned in weeks before & has no relevance now? I am tired of being taught to teach one way, & then not given the respect as students ourselves to [be] treated that way. I feel if we are expected to be working on 20 things at once, the teachers can at least grade them in this century."
>
> "General--Dec. 1 we received feedback for the first time on an assignment, that was due around Oct. 20? We have no clue what our progress is.
> Specific--Our busywork has been handed back within a month. Lesson plans never receive positive feedback, except from [one of the seven instructors in the unified methods group]."

"General Ped. has been great with all of this. [In] Specific Ped. I have no idea where I stand. We have been told that our work isn't where it should be, but not how we can get it to where it should be. The assessment that we have got back has been very negative and unclear. I don't think that I have been receiving full credit for my achievements. I also feel like I have not been listened to."

"The instructional personnel seemed too busy with their concerns about the program to consider student needs. We have requested formal evaluations of Specific Methods and been denied the opportunity to voice an opinion."

"I wish I was more aware of how I was doing on my paperwork. There were times when the instructor hasn't even graded them, and it's frustrating to have to wait until the end (report card) to find out how I did."

Some students criticized aspects of the formal evaluation programs in their on-campus classes:

"Assessment in General has been obsolete. In fact, today we just received our first grade on our first assignment, that was due two months ago. In [Secondary] Specifics, we were always informed, and most of all, an understanding was formed between instructor & students."

"My big complaint with assessment of Specific Pedagogy is the fact that all we were told [was] that this semester was to be outcomes based. Why, then, is a majority of our grade (at least for a couple of profs) to come from a final exam? These teachers are not practicing what they preach!"

"No, no formative assessments, --I would say "no" to all these [aspects of open-ended item 10]. Some professors were biased."

"Everything I have turned in has been "Ripped On." No constructive comments or positive feedback has been used, except for [one of the seven unified methods instructors]. The papers have not been handed back in time for us to correct them. These teachers are terrible role models."

"Formative assessments have been helpful. Again, not enough time to do the work adequately and access the professors when we needed them for help & guidance.
Summary evaluations cannot be accurate this semester--we didn't learn anything to become competent."

Several students mentioned gratefully the visits they had received in CTL classrooms from UW instructors. They seemed to believe that their performances on site were meaningful demonstrations of their cumulative achievement in the Phase program, and felt that observations and consultations should be factors in determining their grades. A significant pattern of constructive criticism suggests the desirability of including CTL personnel more actively in the planning and evaluation of student activities in Phase IIIa:

"Achievement has been based primarily upon the regurgitation and repetition of information by students via endless papers. In this program, achievement could be much better monitored by mentors."

"I don't believe our instructors know all that I've achieved. They don't seem to have a very clear idea as to how this program is to go. I also don't feel I've received full credit for my achievements."

"We have been graded on work, but I believe finals are nonsense. It [our course grade] should be based on how we teach, not how we take a [paper-and-pencil] test. . . ."

"I've only been evaluated by my CTL teacher. They have been useful. I feel I'm receiving full credit."

"I do not feel that my achievement has been monitored by my Specific Methods teachers, because they don't read our evaluations [by CTL mentors], they don't see us teach. They just grade our lesson plans and hope that they work out."

One respondent suggested that in addition to greater empowerment of CTL mentor teachers, empowerment of teacher trainees might enhance the effectiveness of the Phase program:

"As far as assessment of my achievement, I don't feel I have been entirely accurately assessed. My mentor evaluates my lessons, and my UW professor grades me based on the other's word. I have no say, nor can I explain my teaching. I am graded without my own representation."

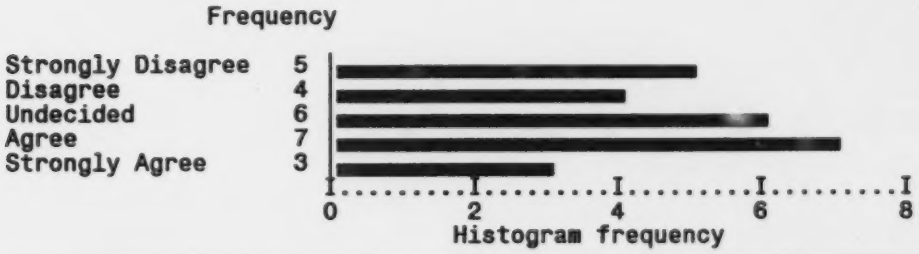
13. The development of a professional portfolio has been a constructive dimension of my work in the program.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	23.6	26.0	26.0
Disagree	10	18.2	20.0	46.0
Undecided	9	16.4	18.0	64.0
Agree	13	23.6	26.0	90.0
Strongly Agree	5	9.1	10.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.1	20.0	20.0
Disagree	4	7.3	16.0	36.0
Undecided	6	10.9	24.0	60.0
Agree	7	12.7	28.0	88.0
Strongly Agree	3	5.5	12.0	100.0
Missing	30	54.5		
Total	55	100.0	100.0	



Thirty-six percent of respondents found their work on portfolios useful; twenty-six percent strongly disagreed with the proposition. Last Fall's Phase I students were much more enthusiastic about this characteristic feature of the new undergraduate program than were seniors.

Comments on open-ended item indicate that the wording of the item may have been confusing

to respondents. Over a dozen students submitted remarks which suggested that they believed their instructors considered course notebooks professional portfolios. They themselves made a clear distinction between the two:

> "It would have been if it [had been] for my benefit & not the instructor's. I feel that keeping a portfolio is a good idea; however, if it is for the instructor, there need to be more guidelines. Portfolios are supposed to have what I feel is important & useful for the future, not what the instructor feels is important."
>
> "The way I have constructed it--yes. The way I put it together for the program--no. It was a reiteration of everything I've done, instead of what's valuable and important to me."
>
> "Yes, but it has been somewhat confusing as to who it is for now!"
>
> "I don't know. The way my portfolio looks now, I don't think it is professional. I think it is a bunch of papers put together that I have written for this program. I thought the portfolio was supposed to represent me. It doesn't."
>
> "Not really. I feel that no principal would want to look at all of the garbage we put into it. The papers we wrote are all B.S."
>
> "They have been mentioned in General, but in Specific, No!! I don't feel as though the university staff has emphasized this or explained this to us. And a lot of the things we are supposed to include seem inappropriate to be putting in a realistic professional portfolio."
>
> "During Phases I & II, we were misled as to what our portfolios were. Ours ended up being more like work folders than portfolios. [My General Pedagogy professor] has helped a lot, but our Specific Pedagogy "portfolio" is a last-minute, thrown-together, little-meaning, busy-work assignment."
>
> "I believe my portfolio will be very helpful when I start interviewing, etc. However, it will not include the things I put in for a grade. I will have to do a lot of modifications. Also--when the professor says, 'This is what you need in your portfolio'--it's not truly portfolio assessment, because we--as students--don't get to say what we want in it."

Several students asserted that their disillusionment with their portfolios arose from the frustration they felt over being called upon to document Phase III outcomes which they had failed to achieve:

> "No. We haven't done this yet, but they will give us an assignment to do one for Specific a week before they are due. I feel that the portfolios we are [creating] and have created are only to show that we have met the outcomes. I would never take these 'portfolios' on a job with me."
>
> "I feel the portfolio was helpful and necessary to complete and turn in at the end of Phase I & Phase II, but to expect us to turn in a portfolio at the end of Phase IIIa is inappropriate, first because we are already bogged down w/ numerous assignments, and second, it should be turned [in] at the end of the Phase, which would be Phase IIIc. It makes more sense."
>
> "Not at this point--We should be able to have the time to fairly develop our portfolios. These will all be 'thrown together' because of too much work piled on us, & not enough time to do it."
>
> "The information in General has been useless, and I would want no such thing in my portfolio. Great ideas in Specifics I will definitely use in the future."

"I can see that it is a nice way to present yourself to employers, but it is really hard to know how to put one together. For me, it has been just to get it done, not really a constructive dimension."

"No, too unorganized, not really sure what to include, because we have received so much material throughout the year."

"No. It was not even discussed until 11/29. I feel [that] if it was as important as the instructors believe it is, then we should have been preparing it all semester, not just last week."

"In the past, I would say, yes. But this semester I will have to say no. I don't want to turn in work I have already done. I want to turn in things that will help my portfolio show who I am. Not what I have done [in classes], but what kind of teacher I am. Portfolios are part of an outcome-based program. I don't feel we should [develop] portfolios and then have finals, too. This point really upsets me! I could go on for days about the portfolios, papers, and finals."

"No, the professors waited [until] a week before finals to throw that at us."

"The teachers have placed the poor results of their teaching on us. We now have to document 2 examples from every outcome, which will be creative writing!!"

Despite the difficulties encountered by the pioneers at each stage of Cycle A, several respondents identified portfolios as integral parts of a program they were finding valuable:

"Yes! The importance was stressed, and time or opportunity was given to develop one. Phase IIIa's will be tricky."

"Yes–but we emphasize it one semester, then don't talk about it the next."

"Yes. This has been useful–very realistic in preparation for the job market."

"Yes. The portfolio is an important part of our work, and it contains important information for interviewing."

"Yes. The portfolio is a great project that serves many purposes."

"Yes, but they are a lot of work."

"I really enjoy putting together my portfolios, and I hope that never changes in this program."

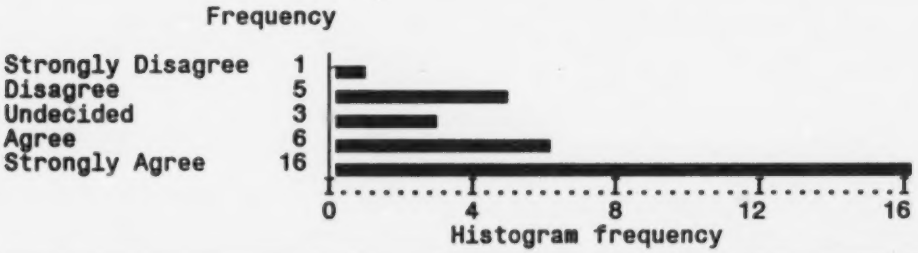
14. The workload in this course has been excessive considering the number of credit hours.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.6	3.9	3.9
Disagree	10	18.2	19.6	23.5
Undecided	9	16.4	17.6	41.2
Agree	9	16.4	17.6	58.8
Strongly Agree	21	38.2	41.2	100.0
Missing	4	7.3		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	3.2	3.2
Disagree	5	9.1	16.1	19.4
Undecided	3	5.5	9.7	29.0
Agree	6	10.9	19.4	48.4
Strongly Agree	16	29.1	51.6	100.0
Missing	24	43.6		
Total	55	100.0	100.0	



Fewer than a quarter of the students who responded to this item felt that their workload in Phase IIIa had not been excessive. Nearly twice that many strongly agreed with the proposition. At least at the level of student perceptions, this was a problem area.

Students who believed that they had been given too much work to do were more likely to write

extended comments than were those who had felt satisfied with their assignments. Even the most positive statements were subject to qualifications:

"The workload was not bad in either part of the program."

"Yes–for the 18 credits . . ."

"Yes, in Phases I & II. No for Phase III. Most of the work is busy work–that's for freshmen & sophomores. Education's upper classes should [be] geared to productive work."

"To some degree, but some of the work is 'busy work' that becomes repetitive throughout the semester."

"For the most part, yes; at some times, it has been too much."

"The workload solely has not been great. The time constraints have only made it seem so. If things [had been] spread out, we could have handled more work and learned more."

"I think that the work itself is realistic, but not to get it done in the amount of time in the CTL classrooms. All methods teachers are very specific, so students have been redoing everything, which there really isn't time [for]."

"Yes, but not realistically structured for the student."

"It could be organized and simplified to make it realistic, and I try to do that on my own."

"For the most part. A great deal of the work could have been better spent on more practical, realistic stuff. Less theory, more practical stuff."

Counting the ten comments above as positive, the remaining forty must be considered negative, although many contain reflective suggestions for improvements in the next cycle:

"No way!! They require too much to be done when we are at our sites, when I felt the object was to be in the classroom–learning from mentor teachers."

"No. They wanted us to do things that were not possible while we were in the schools. They wanted us to be teaching all the time & running around gathering information. This was not possible. If the instructors had communicated, this would not have been a problem."

"The workload is astronomical! I feel it is about two semesters of work crammed into one. There are too many teachers pulling in different directions."

"Phase IIIa was a chore. Before, it was challenging, but this semester it was also a 'dare' to do–a race to see what you could 'spit' out."

"No. We have been given a ton of work, and hardly any time to do it. It is ridiculous."

Two students identified attempts to comply with University Studies Writing requirements as factors undermining the effectiveness of instruction in Phase courses. Difficulties in organizing and conducting meaningful writing activities may have contributed to the load of "busy work" so odious to so many Phase students:

"General–yes; Specific–no. Too much writing. All of us in the first cycle were under the old program with no Univ. Studies requirements, so we don't have to do the W1, W2, or W3 business. Yet we are being required to in the Phases."

"If things were better organized, I think it would be. The work load has seemed much more overwhelming at the beginning of each semester than it actually was for Phases II & IIIa. [UNST] Writing 2 & 3 courses are worthless–busy work & page counting do not make better writers."

Many respondents openly admitted that stress associated with workload and other aspects of their activities had begun to impair their morale:

"No!!! Each week of the semester has gotten worse & worse with the amount of work required of us. Just when we thought we couldn't handle any more work–Surprise, surprise–more work was dumped on us. Some professors have seen this & lessened the load. Others . . . have given us more to do. A little of this pushing is good for us, but it is cutting off time for sleeping, eating, & other important outside activities."

"No. It has been very overwhelming. The instructors say they understand we are overworked, but they keep piling it on."

"No!! Each Specific Methods teacher (except for [one]) assumes that theirs is the most important subject, and we should concentrate on it. I feel I have done a 'half-assed' job on most of the assignments because there is too much to do everything as well as I would like to. A lot of assignments, I feel, are busy work, and are 'hoops' we have to jump through to feed the teachers' inflated egos."

"Not in the least. Instructors all seem to believe their classes are the most important content areas, & assign work accordingly. I cannot fulfill responsibilities outside the program due to this problem."

"No!!! We have been told that we should just try to get the work done, not to do our best work because there isn't enough time. I have no life because of this class."

"NO!! I have no time to do anything outside of my homework & classes because I'm so exhausted by the time I'm finished. We also had to spend tons of time working on what I perceived to be BUSY WORK!"

"No. I feel that a lot of it is considered busy work, and the purposes for the assignments are not always clear even after several questions are presented. We students have become so overwhelmed w/ the workload, we don't have time to relax or be social."

Pressures on students have caused such widespread unhappiness that even those not directly affected have rallied to the support of suffering classmates:

"For me, yes–but for the poor people in Elementary, it's been unreal. I've seen good, responsible students want to quit the program because of too much work...."

The following comment focuses on affective outcomes of Phase IIIa, representing them as results of course experiences in general, rather than as consequences of especially negative personal interactions:

"No! I am so upset over the work load. The Specific and General instructors don't communicate.

> I feel my self-esteem and self-image in school have been shattered. I feel it is one of the most important things in teaching to have. I have never felt like this in any other class. Phase III has made me feel like I am not going to be a good teacher because of the work load. I have felt so frustrated and overwhelmed. I think this is very sad, that a person who has worked so hard would come to the end, almost, and wonder if they can really do it. I feel if the communication and organization had been better, I would not feel so bad. The Specific Methods teachers need to try to **get along** and understand us. This whole program is to try to get teachers more ready for the field. Yes, I might be more ready for the teaching field, but my self-confidence, image, and esteem are gone, **AND ISN'T IT SAD!**

Such feelings were widespread in Cycle A.

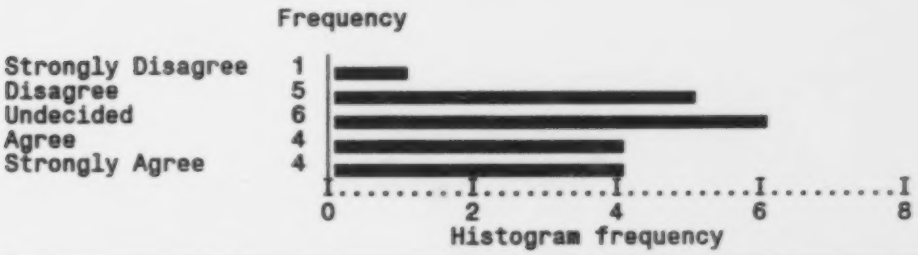
15. I have experienced schedule conflicts between my teacher education courses and required work in my content area(s) outside the College of Education.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	9.1	10.0	10.0
Disagree	14	25.5	28.0	38.0
Undecided	8	14.5	16.0	54.0
Agree	11	20.0	22.0	76.0
Strongly Agree	12	21.8	24.0	100.0
Missing	5	9.1		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	5.0	5.0
Disagree	5	9.1	25.0	30.0
Undecided	6	10.9	30.0	60.0
Agree	4	7.3	20.0	80.0
Strongly Agree	4	7.3	20.0	100.0
Missing	35	63.6		
Total	55	100.0	100.0	



A bimodal distribution again suggests the presence of two populations underlying the Phase IIIa cohort groups. Written comments indicated that Secondary Education majors tended to have greater problems with schedule conflicts than did Elementary Education majors.

"The English [Department] has no desire to work with us as Phase students. My only options

have been to drop from the Phase program in order to pick up content."

"Yes! Phase II was really not very good for me to get the needed English classes. I took 2 classes, but both were very elementary. I would have liked to take actual required English classes (3000+-level), not electives, which those classes were made to be. These 'electives' were really not ones I would have liked to take."

"Absolutely. In the beginning of Phases (Fall '92), I simply had three English classes and one Communications course to take. Now I still have an independent course to take to fulfill an English requirement. I have to take it during student teaching. No communication between UW and College of Ed."

"Just Biology. . ."

"Yes. Due to Phase IIIa & b & c, I am unable to take some classes and will have to go an extra semester."

"I was unable to get an area of concentration I wanted because of time. If I had the money or resources, I would stay to complete another area, but that is just not possible or desirable. I want to get out of this college as fast as I can."

Unavailability of blocked courses during Phase II was a problem for some:

"Yes. None of the classes I needed were blocked for me, even though I went through the channels that were told to me."

"Phase II. When we were asked in Phase I for a list of classes in common that everyone needed– it was given. Nobody did anything until bulletins came out, & then we were asked again for a list, & only 6-7 classes were blocked, because the Education College wanted their way."

One student, reflecting on the problems encountered by Elementary Education majors during Phase IIIa, suggested a way of addressing both the shortage of blocked Phase II offerings and the perceived shortage of time in Specific Pedagogy:

"Phase II blocked classes [created schedule problems]. General Methods could be blocked the second half of the Phase II semester. Phase IIIa could be Specific Methods."

Several respondents asserted that schedule problems were not limited to any one Phase, and complained that their undergraduate programs would take more time and money to complete as a consequence:

"Yes. Beginning with Phase I (with MWF classes being eliminated), schedule conflicts exist. I will have to enroll in an extra semester to complete my degree requirements."

"Yes! Some courses may work around the schedule, but areas like P.E. activities can't be done if you miss class every 3 weeks. I have also had to take summer courses because they didn't fit my schedule [during the year], and have not been able to take some courses in areas I was interested in."

"Yes. I have had to pay extra for a correspondence class because of the Phase program. It cost over $100, & if I had been in the old program, the cost would have been included in regular tuition."

"Yes. I still have courses to complete, which I am unable to do because the Phase program takes up all of my time & doesn't allow other classes to be scheduled concurrently."

Advising was identified as a source of many scheduling problems:

"Advising needs to be improved greatly, so students can complete the Phase program continuously and not have to stop to take other classes."

"I was wrongly advised and couldn't get two Special Ed courses needed to graduate because of the program."

"Some, but it was due to poor advising, not because of the Phase program."

"Due to poor advising, yes. Ideally, all University requirements, or at least most, should be met before entering Phase. If not, it is very difficult to schedule any other classes. This is costing me another semester."

"Suggestion–Avoid peer advising, especially during such a transitional period. Provide training for instructors to advise students efficiently. Most of these problems are due to poor advising."

Some responses went beyond the strict question of academic schedules, anticipating the content of items 16 and 17:

"Definitely, [scheduling has been a problem]. Phase has become my life. I also have a hard time falling asleep at night because I have so much on my mind."

"No[, scheduling is not a problem], because we have no life outside of the Phase program. We are not normal students."

"I have no life outside of Education! Even my private life has been put on the back burner due to so much work and stress."

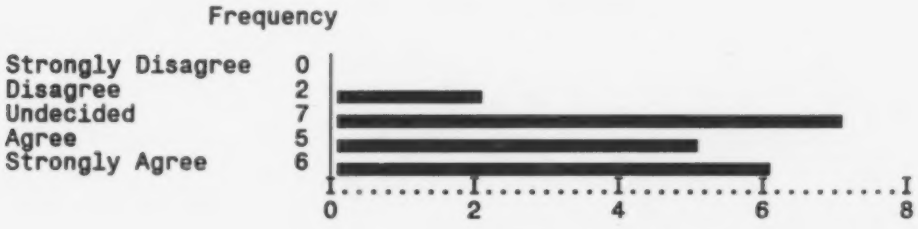
16. Commitments to coursework have conflicted with co- or extracurricular activities which I regard as essential components of my education.

General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	2.0	2.0
Disagree	10	18.2	19.6	21.6
Undecided	12	21.8	23.5	45.1
Agree	11	20.0	21.6	66.7
Strongly Agree	17	30.9	33.3	100.0
Missing	4	7.3		
Total	55	100.0	100.0	

Specific Methods

	Frequency	Valid Percent	Cumulative Percent	Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	2	3.6	10.0	10.0
Undecided	7	12.7	35.0	45.0
Agree	5	9.1	25.0	70.0
Strongly Agree	6	10.9	30.0	100.0
	35	63.6		
Total	55	100.0	100.0	



Only 11 students reported no significant conflict between their Phase commitments and campus activities traditionally understood as rounding out the college experience. Seven amplified their scaled responses with the laconic comment "No" on the open-ended item. One sardonically referred to the question as "Not Applicable." Several others accounted for a lack of conflict by explaining that they had relinquished college life outside the classroom:

"Being away from Laramie has been difficult--but I am willing to sacrifice this to become a good teacher."

"No, not now, but I dropped out of 'most everything because the work here was overwhelming."

"No, not at this time. They mentioned & prepared us last semester that Phase III could take up all of our time."

"My activities have been limited, but hey, that's the way it goes."

This tone of resignation was generally absent from the comments of Phase III students among the eighty percent who felt that program requirements had conflicted with their desires to participate in broadly educational activities in voluntary associations:

"I believe in furthering myself with foreign languages, music, and physical fitness. I take it upon myself to learn and further study these, as well as to educate myself in my methods. I've had little time for this."

"I had to drop my music scholarship, which meant not taking lessons or performing in the Symphony or chamber orchestras."

"I have not been able to participate in intramural sports because we're gone so much. I'm [an officer] of SWEA, & the club has suffered because others are too busy to come to meetings."

"Yes. This year I have been unable to attend an organization that I'm an officer in. While I have been out of town & off campus, notification of meetings [has gone out] & meetings have been held."

"Yes. I'm a Sunday School teacher & have had to go teach Sunday School & come home instead of attending church, because I have so much work to do."

"I have been unable to join student organizations because of my inability to attend meetings. As a transfer student, I wanted to join a sorority my junior year but was unable to, due to unexpected costs associated with the program."

"Yes. I play football, and am in season right now. It has been extremely difficult for me. I do not advise anyone who is in sports to be involved in the Phase program while they're in season."

"I have barely had time or made time to go to 3 football games. That has been the highlight of my semester."

"Yes. I have been unable to attend honor society meetings & other activities because I was out of town teaching at the CTLs."

"We are unable to attend any honor society meetings, because we are gone. We haven't been able to play in intramural sports. We weren't able to attend the Sawyer Brown concert."

Others resorted to irony to indicate their regret over having had to choose between classroom commitments and student activities:

"I have no extracurricular activities, due to lack of time!"

"I don't know; I never had time to look into other activities. Are there extracurricular activities on campus?"

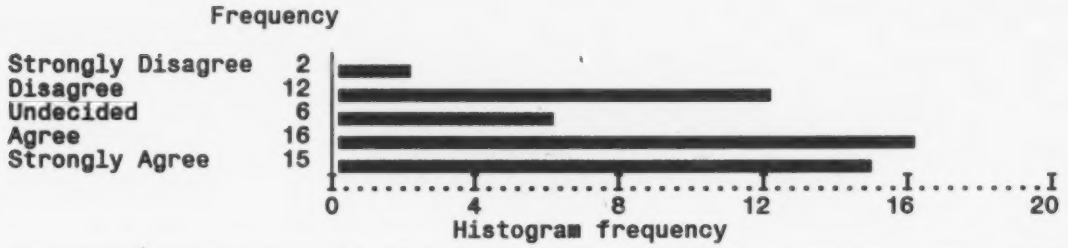
For those who had experienced frustrating conflicts between coursework and university activities outside the classroom, the issue appeared to turn on their understanding of the term education, an understanding which was not restricted to technical training:

"Yes. I'm a cheerleader (on the dance team) and have found it hard to do both, and that's not fair. This is college, the last chance to do what you want to do before being out in the real world. Education is not my whole life. There needs to be time for other things. A person never learns everything they need to know in school. Other activities are important, too. I feel there is more to life than just school, but life has been just school!"

17. My studies toward this degree or license have interfered with dimensions of personal or social life in ways which might have been avoidable.

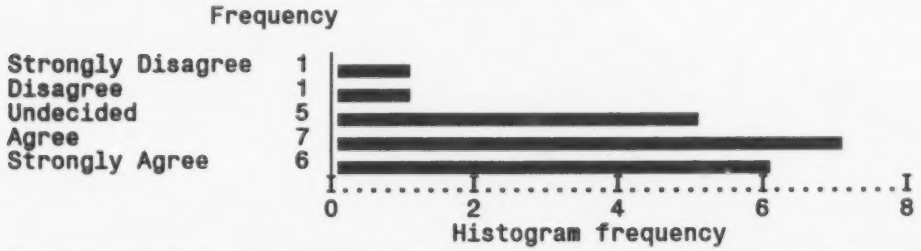
General Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.6	3.9	3.9
Disagree	12	21.8	23.5	27.5
Undecided	6	10.9	11.8	39.2
Agree	16	29.1	31.4	70.6
Strongly Agree	15	27.3	29.4	100.0
	4	7.3		
Total	55	100.0	100.0	



Specific Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.8	5.0	5.0
Disagree	1	1.8	5.0	10.0
Undecided	5	9.1	25.0	35.0
Agree	7	12.7	35.0	70.0
Strongly Agree	6	10.9	30.0	100.0
	35	63.6	Missing	
Total	55	100.0	100.0	



The distribution of responses to item 17 again displayed a bimodal tendency, markedly skewed to the left. More students strongly agreed with the statement than disagreed with it to any extent. Over 60 percent believed that disruptions of personal or social life which they attributed to their participation in the new undergraduate program might have been avoidable.

Most of the clear themes among the written comments iterated concerns which had been raised in responses to earlier items. Students generally agreed that the workload had made it impossible for them to experience what they regarded as a "normal" undergraduate education, but they reacted to this condition differently. Some considered it a legitimate cost of pursuing superior technical training:

"There is just so much work, so I study for 3 to 4 hours a night & then go to sleep. Not much of a life for a senior in college. I keep telling myself it will be worth it in the long run, & that is what keeps me going."

"Not really. You have to sacrifice a little."

"NO--education comes first."

"Definitely not a major concern of mine; that's school."

"Yes. Spending a month away was detrimental to friendships here, but isn't that a part of life?"

Some non-traditional students regretted the extent to which their undergraduate studies had interfered with what they regarded as family obligations:

"Yes, somewhat. The workload is outrageous. I have little time with my family (Phase IIIa). Phases I & II were realistic; there were conflicts."

"Yes. The classes and requirements have put a great amount of stress on my marriage. I have become stressed worrying about deadlines, outcomes, and class requirements."

"Yes. I am newly married and have to spend a lot of time [away] from my husband, and I do not enjoy it. When I talk to anyone about it (instructors), they act like I should just deal with it and keep quiet. I feel that I should be given the opportunity to work things out in a way that would make life a little easier."

"I am a single mother of two, 14 and 10 years [old]. [My] Being out of town has really affected them. It is difficult to find someone to stay with them when I am away. When I began the program, I was married, and it wasn't a problem. But over a period of 1½ years, people's lives change, & the program has very little flexibility."

Issues of financial and personal hardship raised in response to item 6 were also represented here:

"Yes. Hardship cases were meant to be hardship cases, & there should be a place for us. I have 2 children, a 9-yr.-old & a 20-yr.-old multiply-handicapped son who has many medical problems. I should not have to be in Cheyenne & worry about driving home 1 hour (in good weather) because I've just been called & told he had another stroke. This happened 2 times last spring--the **first** time 1 week after I returned from Phase II. I should be able to stay in Laramie & have the consistency of the Phase program."

"I don't have time to teach dance lessons any more, so I don't have any kind of income. I just don't get out unless I just don't do schoolwork."

"The only effect the program has had on my personal life is limiting the time I am able to work, therefore tightening my available funds. With increased financial aid, however, this problem has not been a great one."

"Yes. It makes it difficult to maintain employment when we must be gone every 3rd week. Only very flexible employers would be willing to work w/ such a setup."

Problems with counseling and advising reappeared in one comment:

"By having concerned, authoritative counselors for each student, the problems of scheduling and coordinating might be made simpler for us all. Nancy can't serve all the needs of each student in this college. I'm scared I'll have to wait 6 hours to talk to her. Who has 6 hours to wait?"

The most common criticisms came from students who considered classroom activities a necessary dimension of their education, but not a sufficient one:

"My studies keep me from going out and getting involved. If I didn't make time for church, I would have socialization only with my peers in the Phase program."

"This is my final semester at the University, and I haven't been able to enjoy the social life normally associated with college. I've missed games, concerts, and school functions due to this program."

"Yes. I don't have any time for myself. All I ever do is work on getting assignments done."

"What social life?"

"I have no social life right now. All my time goes toward attending classes, writing papers, & completing assignments."

"If they didn't overload, we could have some time to relax, instead of cramming out papers."

"Yes! My social life has been extremely lacking/nonexistent this semester. This angers me because I feel cheated out of a lot of the fun in college. I explained the reasons for this in #12[: . . . so exhausted by the time I am finished. We also had to spend tons of time working on what I perceived to be BUSY WORK!]"

"The program has made my experience at this university very unrewarding and miserable! I feel an important part of college life is extracurricular activities, not only because they help you develop socially & intellectually, but also because they are an essential part of any résumé. However, due to the time constraints and demands of the program, I have had to cut back on what I do [in] extracurricular activities."

Other Data

Phase III students submitted additional comments, which are reproduced below:

"One more comment–The Phase program is worth all the difficulty & stress that it causes. I am very thankful for all of the experience I'm getting, & I wouldn't exchange it for anything!"

"The program itself is an excellent [step] in the right direction. The people teaching the program will make or break it, and so far, it's breaking."

"Overall, it's a good program, but a lot of work needs to be done. I think this [Phase] IIIa needs the most work."

"General comments: The 'integrated' methods DO NOT WORK! If they are not going to be teaching us how to integrate by modeling it for us, then we should just have equal time w/ each separate methods instructor. That way, we might actually learn something."

"I would never recommend this program to anyone. I've been lied to about the 'necessity' of enrolling, its expectations, and requirements to graduate. I feel cheated out of a quality education and extremely disillusioned with the integrity of this institution."

"As of now, I would discourage any student [from] attending the College of Ed."

"My personal thoughts: I feel that this could have been a good class (Phase IIIa) if there had been more communication. I had 3 different instructors, one for General, one for Specific, & one while in the [CTL] classroom. The one in General would want several things done while we were in the field; the Specific teacher wanted other things done. Getting these done was not a problem until the [clinical faculty] instructor I had while I was in the school told me & my mentor teacher that I was supposed to be teaching as often as possible. My mentor teacher & I took that to heart. While I was in the schools, I was teaching. I would teach every class for the 3 days we were there; then I would have to do the work for the classes here on campus. I feel that teaching was the best thing that I could do, and therefore that is where I spent most of my time. I feel that if my instructors had communicated, I would have known what I should have been doing.

"In this program, we have covered the use of modeling. I feel that some of the instructors in this program are modeling ways not to teach. I do not want to say that I had any of these teachers, and I realize that it is hard on them to be starting a new program. I feel, however, that before a teacher takes on something like this, they need to be ready for the worst & greet it with a smile. They have also been giving us an overabundance of information on interdisciplinary teaching, but do not seem to be able to do [it] on their own. I think that Education teachers should be the best teachers and be able to teach what they preach. Once again, it seems that there has been a lack of communication. I know that there have been several meetings where the instructors could do nothing but argue. This does not get anything done, nor does it help the students to become better teachers. The last time I was in the schools, I taught the kids about compromise. If you would like, I would do the same for you!"

"Additional comments: The idea of the program is very good. It really helps to get into the schools early. However, there are so many kinks that should have been worked out before being thrown into the program. Last semester, I thought the real problem was expense. It does seem odd that what is becoming one of the most expensive majors is the poorest-paying profession. Now, money is no longer my biggest concern; now it is the quality of my education. I do not mind paying a bit extra for good quality, but I feel I'm paying more now for the poorest education that I have ever received. The largest problem is the area of Specific Pedagogy. Teachers are poorly organized, they do not communicate well with each other or with their students, and their interest does not lie in this program.

"The idea was to integrate all of the methods classes. Okay, that sounds good, but why are there 7 people teaching 7 subjects? That is not integration. Each method is being taught individually, without adequate time. We are not being taught integration, but yet we are expected to teach it ourselves. It really makes no sense.

"The workload of the program is fairly massive, and it is difficult to get everything completed with the time and thought that it deserves. A comment was made to us, 'Well, just get it finished, do everything halfway, just get it done.' This comment was made by a Specific Pedagogy instructor. This is especially poor, to make this kind of statement to a future teacher. I feel these people

should be inspirations to us; instead, they are discouraging people from becoming good teachers.

"A few professors have bent over backward to help their students, but the poor professors do 2 bad things for every positive thing done. [One Specific Pedagogy instructor] and [one General Pedagogy instructor] are the only reason the program has survived. Many thanks & congratulations should be given to these people. On the other hand, individuals such as [other instructors] should be removed from the University before they do more damage.

"I am very disappointed with Phase IIIa. My personality has become bitter due to the amount of stress and chaos. I am holding on because I want to be a good, effective teacher. I have learned 2 things: 1) patience, and 2) how NOT to teach.

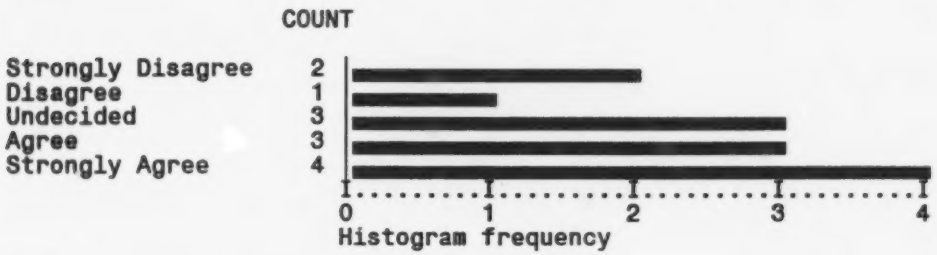
"Thanks for your time."

Spring, 1994 College of Education Faculty Survey

A survey of faculty teaching the Phase program during Spring semester, 1994 was conducted. A written questionnaire was distributed in mid-April, 1994, with a request that it be completed and returned by May 6, 1994. As of May 20, 13 of the 16 faculty members surveyed had returned the questionnaire, for a response rate of 81%. The survey questionnaire included 19 scaled items and 8 open-ended items. For each scaled item, a column of the questionnaire encouraged comments and elaboration. The questionnaire is included in Appendix A. In summarizing the data, scaled items were coded numerically where 1 was "Strongly Disagree" and 5 was "Strongly Agree." Since this coding remains an ordinal scale, means and standard deviations for each item are not appropriate descriptive statistics, so only medians and modes are reported for these items.

1. **The Phase program, as currently implemented, embodies well the College vision, as I see it, of a renewed teacher education program.**

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	15.4	15.4
Disagree	1	7.7	23.1
Undecided	3	23.1	46.2
Agree	3	23.1	69.2
Strongly Agree	4	30.8	100.0
Total	13	100.0	

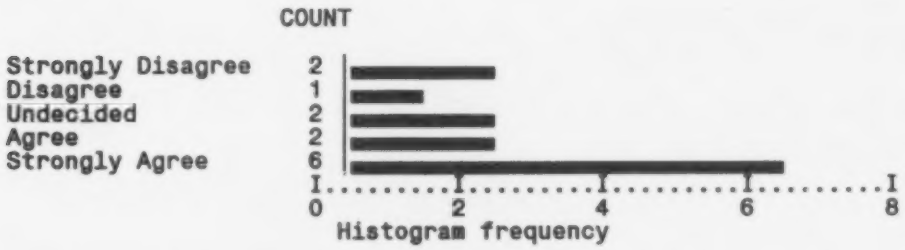


Median = Agree Mode = Strongly Agree

Faculty generally agree that the Phase program, as currently implemented, embodies well their vision of a renewed teacher education program. Comments emphasized that a strength of the program was getting students into the schools earlier. There were concerns that some logistical problems still needed solution, that increased communication among UW faculty and CTL teachers was needed, and fear that some of the proposed changes would not reflect the vision of a renewed program.

2. Assignment of students in the Phase program to stable cohort groups appears to have enhanced their training.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	15.4	15.4
Disagree	1	7.7	23.1
Undecided	2	15.4	38.5
Agree	2	15.4	53.8
Strongly Agree	6	46.2	100.0
Total	13	100.0	

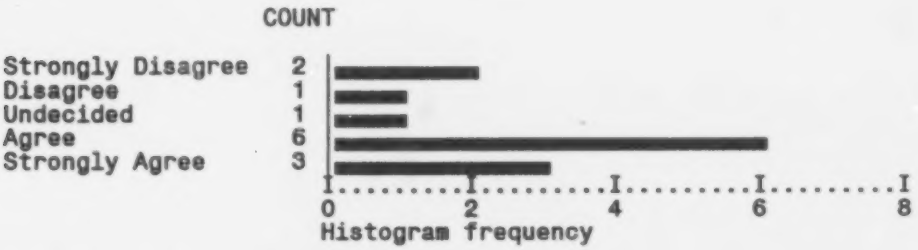


Median = Agree Mode = Strongly Agree

Most faculty agreed that assignment of students to stable cohort groups enhanced students' training. In comments some faculty clarified that cohorts were not really "stable," and that cohorts can become a "club" which excludes everyone else – faculty, teachers, and other students. When cohorts are working well they are seen to be very effective in promoting learning.

3. Logistics of travel and housing for student were handled satisfactorily.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	15.4	15.4
Disagree	1	7.7	23.1
Undecided	1	7.7	30.8
Agree	6	46.2	76.9
Strongly Agree	3	23.1	100.0
Total	13	100.0	

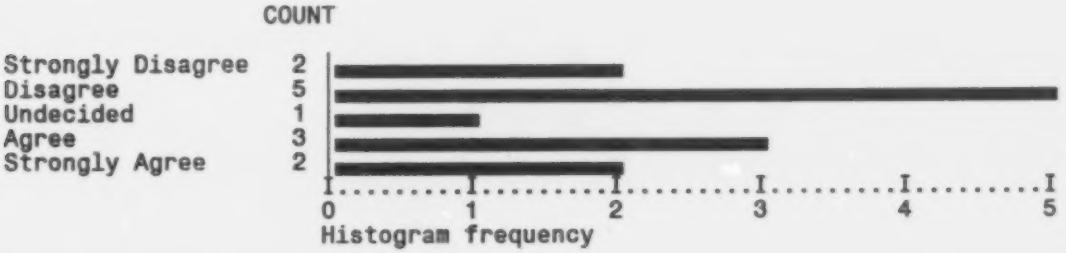


Median = Agree Mode = Agree

Logistics of travel and housing for student were handled satisfactorily as seen by faculty. Comments reflected the situational nature of this aspect of the program. Since many students did not travel to distant sites during Spring, 1994, travel and housing presented a minimal problem. There was concern expressed that their CTL will not be able to be so accommodating in the future.

4. My students appear to be receiving effective advising.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	15.4	15.4
Disagree	5	38.5	53.8
Undecided	1	7.7	61.5
Agree	3	23.1	84.6
Strongly Agree	2	15.4	100.0
Total	13	100.0	100.0

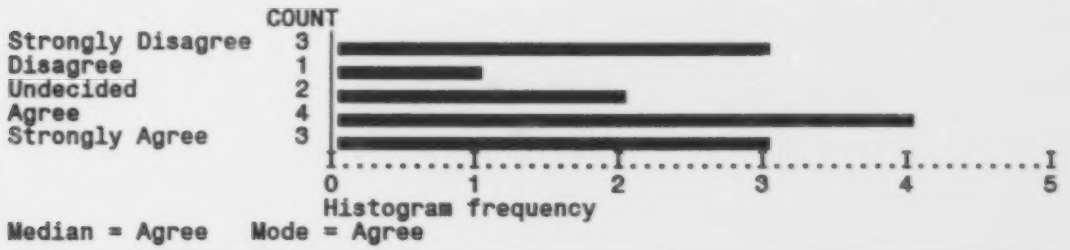


Median = Disagree Mode = Disagree

Though faculty are divided on whether they believe students are receiving effective advising, a major responded that they did not. The changes and transitions in Room 100 were listed as reasons for advising problems. Of the four comments, two praised the work of the Advising Coordinator.

5. The Phase program has clear, relevant performance standards for students.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	23.1	23.1
Disagree	1	7.7	30.8
Undecided	2	15.4	46.2
Agree	4	30.8	76.9
Strongly Agree	3	23.1	100.0
Total	13	100.0	

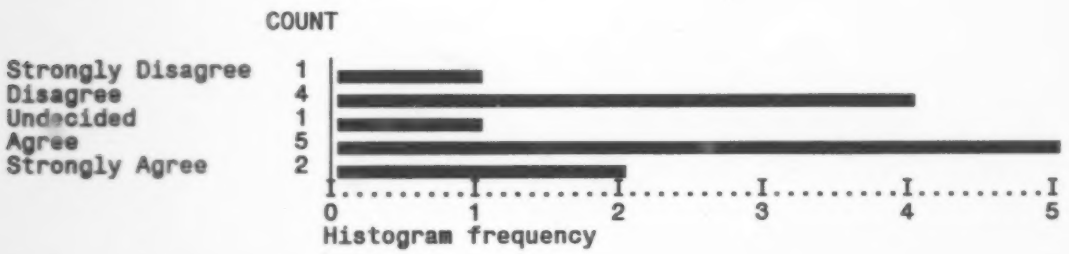


Median = Agree Mode = Agree

Most faculty agreed that the program has clear, relevant performance standards for students. In comments, some suggested that some need revision to make them clearer and more relevant. The difference between "awareness" and "mastery" in the outcomes needs clarification.

6. **Performance standards have enabled me to provide my students with reliable, fair assessments of the stated outcomes.**

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	7.7	7.7
Disagree	4	30.8	38.5
Undecided	1	7.7	46.2
Agree	5	38.5	84.6
Strongly Agree	2	15.4	100.0
Total	13	100.0	

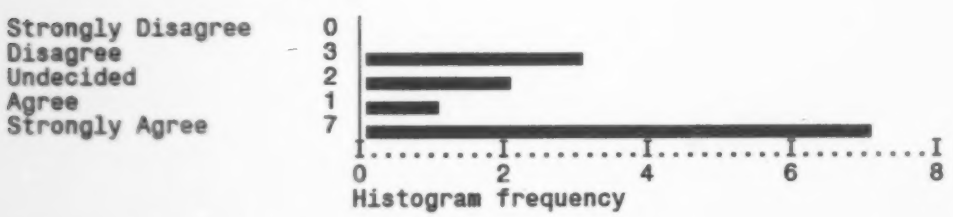


Median = Agree Mode = Agree

Though faculty are divided on whether performance standards had enable them to provide student with reliable, fair assessments of outcomes, a majority felt they had.

7. **My students' development of professional portfolios has enhanced the effectiveness of their training experiences.**

	Frequency	Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0
Disagree	3	23.1	23.1
Undecided	2	15.4	38.5
Agree	1	7.7	46.2
Strongly Agree	7	53.8	100.0
Total	13	100.0	

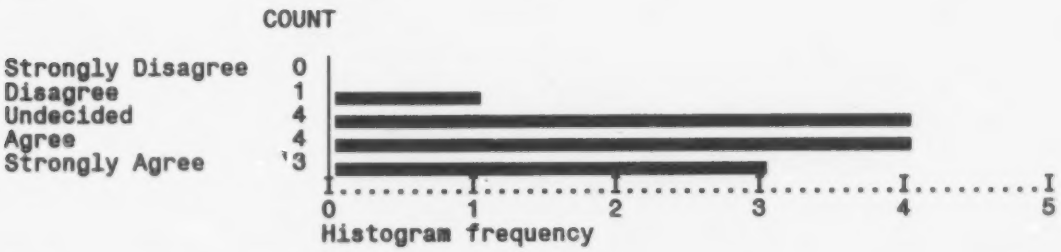


Median = Strongly Agree Mode = Strongly Agree

Most faculty strongly agreed that the development of professional portfolios by students had enhanced the effectiveness of their training experiences. Comments from two faculty members cautioned that the portfolios were not really professional portfolios and contained little original thinking.

8. My students were well prepared to undertake the work required of them in my course.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0
Disagree	1	7.7	7.7
Undecided	4	30.8	38.5
Agree	4	30.8	69.2
Strongly Agree	4	30.8	100.0
Total	13	100.0	

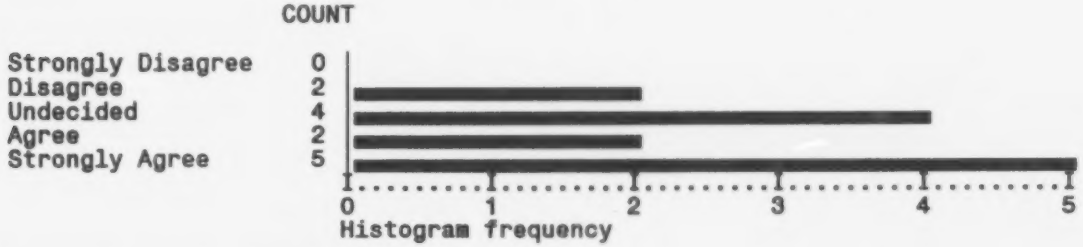


Median = Agree Modes = Undecided and Agree

Most faculty were either undecided or agreed with the statement that students were well prepared to undertake the work required of them in their course.

9. Course activities enabled my student to achieve the expected outcomes for their phase.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0
Disagree	2	15.4	15.4
Undecided	4	30.8	46.2
Agree	2	15.4	61.5
Strongly Agree	5	38.5	100.0
Total	13	100.0	

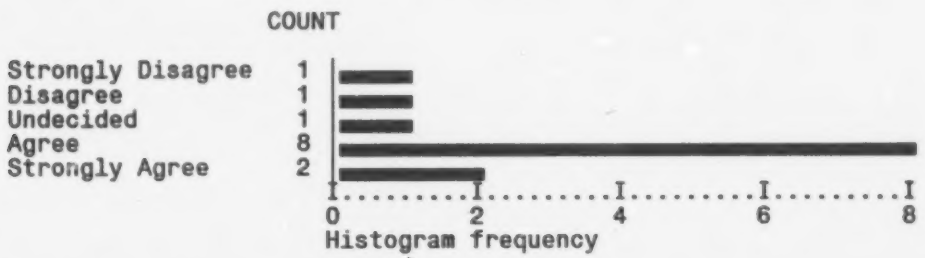


Median = Agree Mode = Strongly Agree

Most faculty believed that course activities enabled their students to achieve the expected outcomes for their phase.

10. The total workload for students was commensurate with the number of credits awarded, in keeping with prevailing practice in the College of Education.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	7.7	7.7
Disagree	1	7.7	15.4
Undecided	1	7.7	23.1
Agree	8	61.5	84.6
Strongly Agree	2	15.4	100.0
Total	13	100.0	

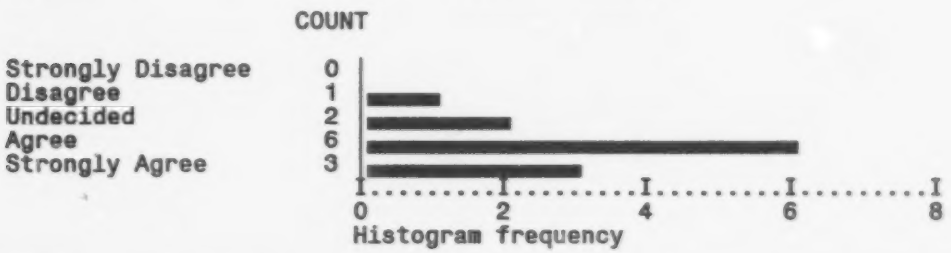


Median = Agree Mode = Agree

Most faculty agree that the total workload for students was commensurate with the number of credits awarded. Suggestions from two faculty members were to reduce the number of credits from 3 to 2 for Phase IIIc, and to 4 credits for Phase I.

11. Submission dates for materials used in evaluation of students did not impose undue stress either on students or on instructors.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	1	7.7	8.3	8.3
Undecided	2	15.4	16.7	25.0
Agree	6	46.2	50.0	75.0
Strongly Agree	3	23.1	25.0	100.0
Missing	1	7.7		
Total	13	100.0	100.0	

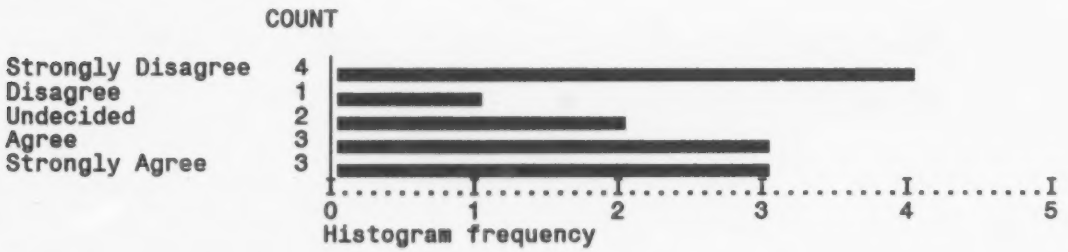


Median = Agree Mode = Agree

Most faculty agreed that submission dates for materials used in evaluation of students did not impose undue stress either on students or on instructors.

12. My undergraduate teaching assignments in the Phase program have been well aligned with my areas of professional specialization.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	30.8	30.8
Disagree	1	7.7	38.5
Undecided	2	15.4	53.8
Agree	3	23.1	76.9
Strongly Agree	3	23.1	100.0
Total	13	100.0	

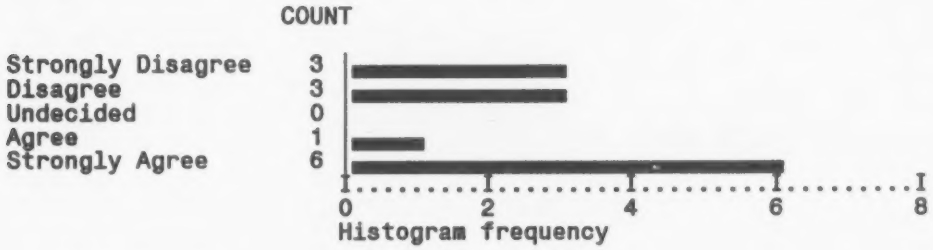


Median = Undecided Mode = Strongly Disagree

Faculty are divided on whether their undergraduate teaching assignments in the Phase program was been well aligned with their areas of professional specialization. About half the faculty agreed and half disagreed. One comment clarified that the teaching assignment was certainly in a comfortable area even it if was outside his or her specialized area.

13. My time, as a human resource available to the College of Education, was well used in the Phase program.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	23.1	23.1
Disagree	3	23.1	46.2
Undecided	0	0.0	46.2
Agree	1	7.7	53.8
Strongly Agree	6	46.2	100.0
Total	13	100.0	

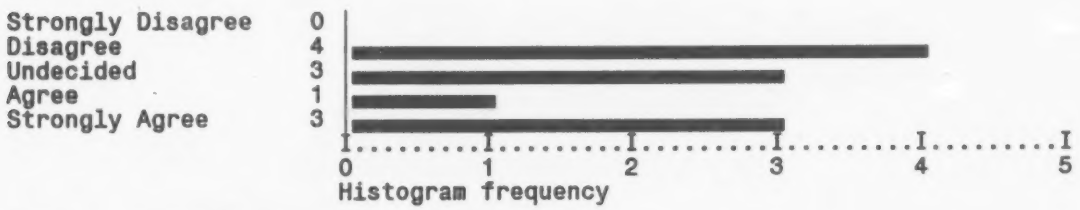


Median = Agree Mode = Strongly Agree

Faculty are nearly evenly divided on whether they feel their time, as a human resource available to the College of Education, was well used in the Phase program.

14. My students' on-campus work was well-coordinated with their experiences in the field.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	4	30.8	36.4	36.4
Undecided	3	23.1	27.3	63.6
Agree	1	7.7	9.1	72.7
Strongly Agree	3	23.1	27.3	100.0
Missing	2	15.4		
Total	13	100.0	100.0	

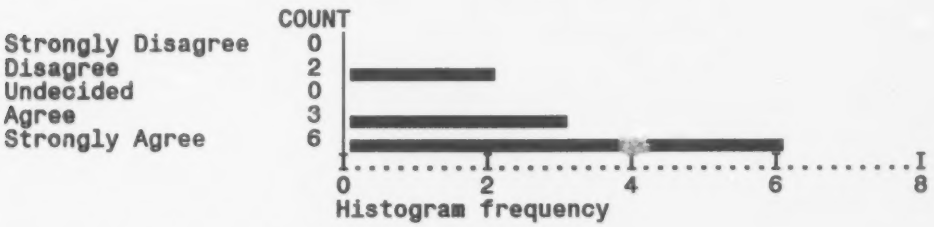


Median = Undecided Mode = Disagree

Faculty were nearly evenly divided on whether their students' on-campus work was well-coordinated with their field experiences.

15. CTL faculty and mentor teachers have participated effectively in the planning of activities in the phase in which I worked.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	2	15.4	18.2	18.2
Undecided	0	0.0	0.0	18.2
Agree	3	23.1	27.3	45.5
Strongly Agree	6	46.2	54.5	100.0
Missing	2	15.4		
Total	13	100.0	100.0	

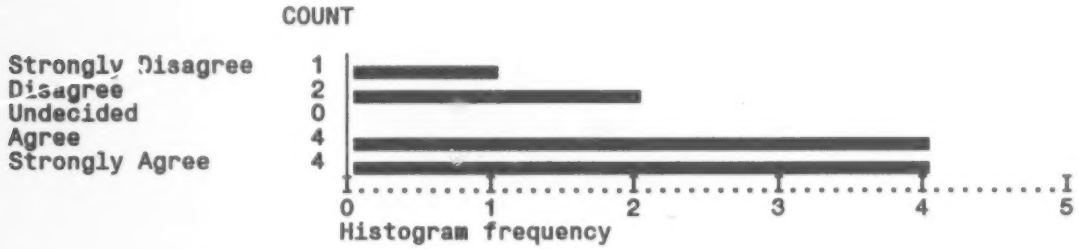


Median = Strongly Agree Mode = Strongly Agree

There was strong agreement that CTL faculty and mentor teachers had participated effectively in the planning of activities. There were comments that CTL teachers were superb cooperative colleagues

16. I am satisfied with the <u>amount</u> of evaluative feedback provided by CTL faculty and mentor teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.7	9.1	9.1
Disagree	2	15.4	18.2	27.3
Undecided	0	0.0	0.0	27.3
Agree	4	30.8	36.4	63.6
Strongly Agree	4	30.8	36.4	100.0
Missing	2	15.4		
Total	13	100.0	100.0	

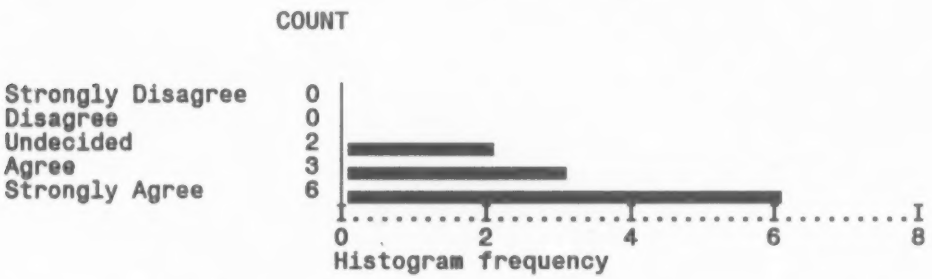


Median = Agree Modes = Agree and Strongly Agree

Most faculty were satisfied with the amount of evaluative feedback provided by CTL faculty and mentor teachers.

17. I am satisfied with the quality of evaluative feedback provided by CTL faculty and mentor teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	0	0.0	0.0	0.0
Undecided	2	15.4	18.2	18.2
Agree	3	23.1	27.3	45.5
Strongly Agree	6	46.2	54.5	100.0
Missing	2	15.4		
Total	13	100.0	100.0	

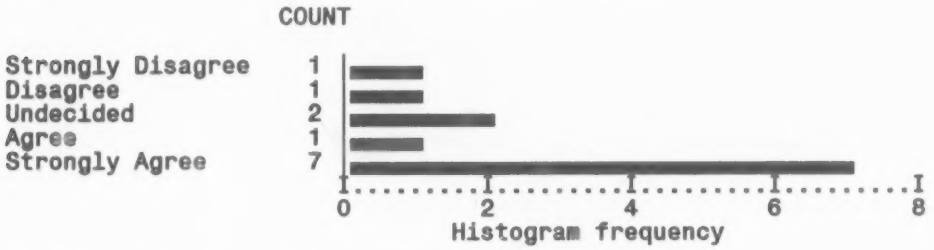


Median = Strongly Agree Mode = Strongly Agree

Most faculty were satisfied with the quality of evaluative feedback provided by CTL faculty and mentor teachers.

18. My experiences in the CTL have contributed significantly to my professional growth.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.7	8.3	8.3
Disagree	1	7.7	8.3	16.7
Undecided	2	15.4	16.7	33.3
Agree	1	7.7	8.3	41.7
Strongly Agree	7	53.8	58.3	100.0
Missing	1	7.7		
Total	13	100.0	100.0	

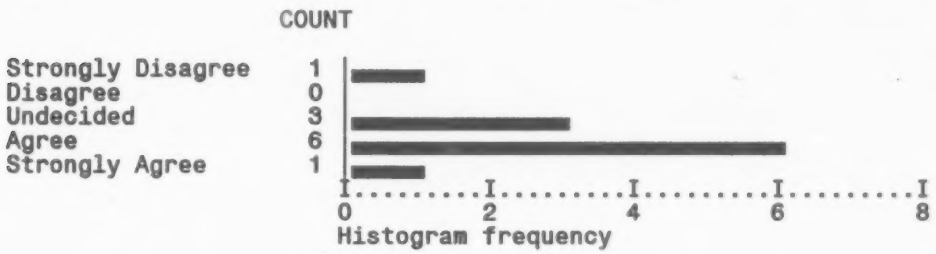


Median = Strongly Agree Mode = Strongly Agree

UW faculty strongly agreed that their experiences in the CTL had contributed significantly to their professional growth.

19. My actual instructional efforts are fairly represented in the faculty workload formula.

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	7.7	9.1	9.1
Disagree	0	0.0	0.0	9 1
Undecided	3	23.1	27.3	36.4
Agree	6	46.2	54.5	90.9
Strongly Agree	1	7.7	9.1	100.0
Missing	2	15.4		
Total	13	100.0	100.0	



Median = Agree Mode = Agree

Though most agree that their actual instructional efforts were fairly represented in the faculty workload formula, reservations were expressed in several comments. There was concern that travel time was under-represented, and that an overload was accepted in doing Phases IIIb and IIIc. One faculty member believed the proposed reduction in Phase I credit hours would create an overload, unless expectations were reduced as well.

Open-Ended Items

1. What experiences and assignments were most effective for students in achieving the expected outcomes of their phase?

The predominantly mentioned experience was that in the school in actual teaching, and visits structured around themes, such as cooperative learning or equity. Assignments that "make them think like a teacher" were seen to particularly effective. Two faculty members felt the development of an interview portfolio for Phase IIIc brought the program together for many students.

2. How should experiences and assignments be modified in the future to better meet the needs of your students?

Many of the suggestions for future modification are idiosyncratic. These are included verbatim in Appendix B. Several comments suggested a reduction in either the number of outcomes or the number of credit hours.

3. Did all students in your cohort group receive CTL placements well aligned with their professional aspirations? Have standards of supervision and evaluation been adequate to ensure the equivalence of training experiences offered students in different cohort groups?

There was nearly unanimous response that placements were well-aligned. But, several faculty felt they were not equivalent. Several comments shared a concern for the potential problem of overloading nearby districts and the difficulty placing students at the middle school, junior high, and high school levels.

4. Is the present use of human resources efficient? If not, how might we make more effective use of instructional and support personnel?

Though several felt personnel were being used effectively, this question evoked strong comments of concern. Assignment of faculty to the program who were unwilling participants was seen to be a critical problem in need of solution. There was concern that faculty were being assigned to "slots" in the program without regard for their specialties, interests, and talents.

5. Were your partners in the schools and classrooms where your students worked appropriately involved in the planning and assessment of your students' learning? If you believe there is room for improvement in this area, what measures might be implemented to strengthen the partnership?

Most comments expressed the opinion that there was appropriate involvement of the CTL teachers in planning and assessment of students. Several faculty suggested that there is still a need for greater planning together and training before working in a given phase of the program.

6. Have you found your work in the Phase program professionally and/or personally rewarding? Please explain.

Almost every response to this question was extremely positive. Faculty felt that the program allowed them to promote and see growth in students, to provide them with critical skills need to effectively evaluate their school visits. They believe their students are self-motivated, responsible, and actively involved in their learning. Several reported seeing the schools and the relationship between school and the University "with new eyes."

7. In your view, does the Phase program provide a vehicle for the delivery of important content?

Most of those who commented felt that the program does provide a vehicle for the delivery of important content, although a sizable number felt this was not the strength of the program, because class time was too short.

8. Please submit any further observations, ideas, or questions which you think might contribute to a full and fair evaluation of the current effectiveness of the Phase program.

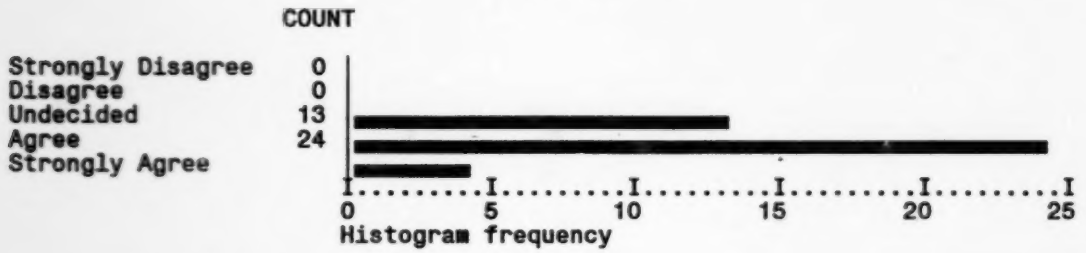
Several unrelated ideas were expressed by different faculty. Please see Appendix B for these comments.

Spring, 1994 Phase II Mentor Teacher Survey

A survey questionnaire was mailed, in late April, to each of the 97 mentor teachers who were working with Phase II students during Spring, 1994. By May 18, completed instruments were received back from 42 of these Phase II mentor teachers, for a response rate of 43%. While this response rate is less than desirable, the sample can cautiously be considered to be roughly reflective of the entire group of teachers.

1. **The three themes of Phase II provided an effective organizing framework for my Phase II student.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	0	0.0	0.0	0.0
Undecided	13	31.0	31.7	31.7
Agree	24	57.1	58.5	90.2
Strongly Agree	4	9.5	9.8	100.0
Missing	1	2.4		
Total	42	100.0	100.0	

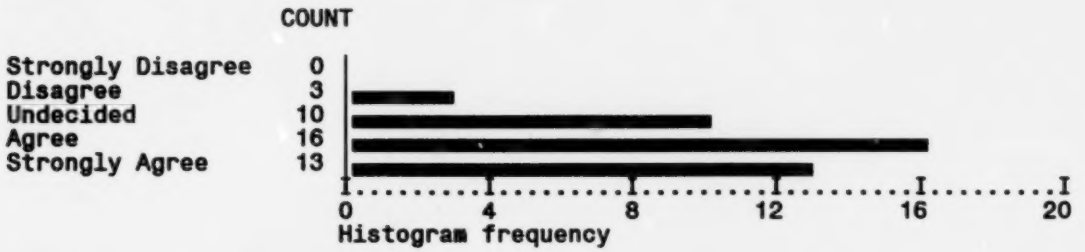


Median = Agree Mode = Agree

Most Phase II mentor teachers agreed that the three themes of Phase II provided an effective organizing framework for their student. However, a number of them expressed confusion over the relationship among "themes," "processes," "outcomes," and "documentations." Some mentor teachers were unaware of the themes. Others were aware that themes existed for Phase II, but were not sure what purpose they served, for example, "I do not know what the three themes were. I was not told" and "It wasn't that clear to me – not sure I can comment on value for Phase students". Some referred to the perceived value of several Phase outcomes and documentations in their comments, however, they did not mention any one of the three themes in relation to these outcomes and documentations. According to the 11 mentor teacher comments, the three themes of Phase II were <u>not</u> generally understood or systematically used by Mentor teachers and UW students as an organizing framework or to plan and coordinate learning activities.

2. Assignment of students into cohort groups appears to have enhanced their training.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0
Disagree	3	7.1	7.1
Undecided	10	23.8	31.0
Agree	16	38.1	69.0
Strongly Agree	13	31.0	100.0
Total	42	100.0	

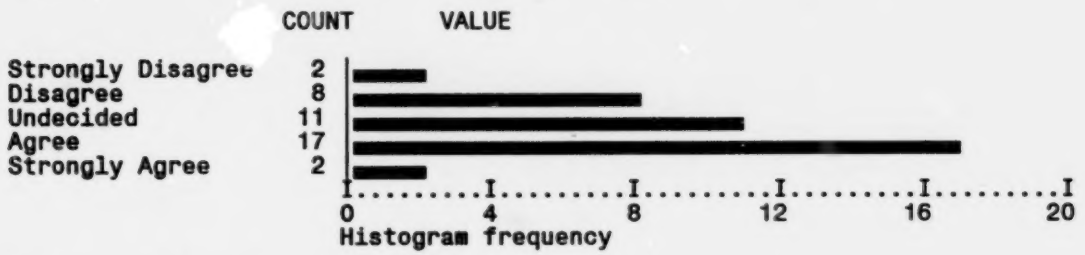


Median = Agree Mode = Agree

Most Phase II mentor teachers agreed that assignment of students into cohort groups appears to have enhanced their training. Most of the 12 comments reflected the view that cohort groups did function to enhance the training of UW students. Several teachers expressed concerns that the cohort concept could be counterproductive if students did not get along well with fellow cohort members, or cohort members kept to themselves as much as possible, thus inhibiting UW students from blending in with faculty at the CTL sites.

3. The expected "outcomes," "processes," and "documentations" for Phase II were clearly understood by me and my Phase II student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	5.0	5.0
Disagree	8	19.0	20.0	25.0
Undecided	11	26.2	27.5	52.5
Agree	17	40.5	42.5	95.0
Strongly Agree	2	4.8	5.0	100.0
Missing	2	4.8		
Total	42	100.0	100.0	

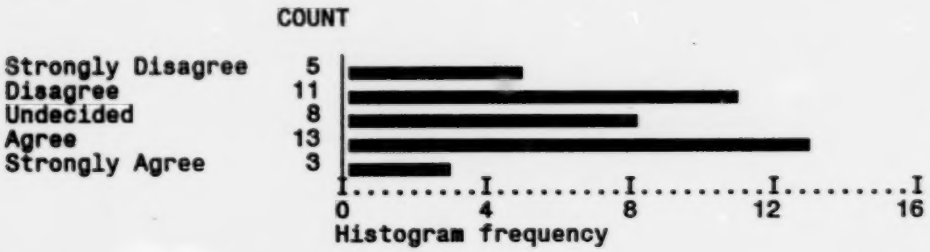


Median = Undecided Mode = Agree

Though a slight majority of mentor teacher agreed that they and their Phase II student clearly understood the expected "outcomes," "processes," and "documentations" for Phase II, a sizable group did not. Mentor teachers commented that there was not enough time to complete all the documentations or to meet all the stated outcomes, that the community portrait assignment was over-emphasized and not particularly useful, and that expectations by UW faculty were not consistent among the various cohort groups.

4. Developing the professional portfolio, begun in Phase I, was a central concern for me and my student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	11.9	12.5	12.5
Disagree	11	26.2	27.5	40.0
Undecided	8	19.0	20.0	60.0
Agree	13	31.0	32.5	92.5
Strongly Agree	3	7.1	7.5	100.0
Missing	2	4.8		
Total	42	100.0	100.0	

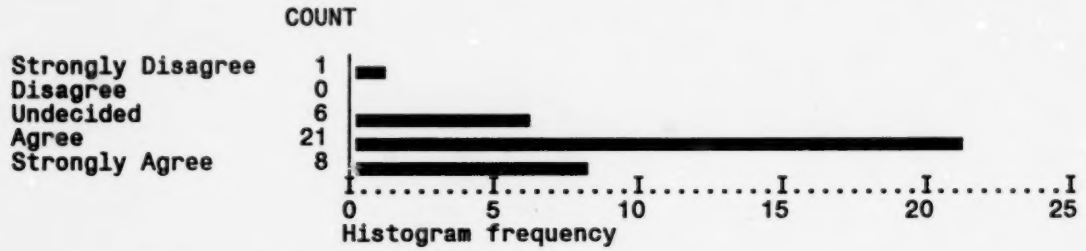


Median = Undecided Mode = Agree

Phase II Mentor teachers were divided over whether developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The design and purpose of the professional portfolio was not clear to a majority of the 14 Mentor teachers who commented on this question. Other teachers described the portfolio process as "busy work" for UW students that took too much time: "I saw no use for this activity. It seemed a tremendous strain on an already full schedule". There were no positive comments about the professional portfolio nor was there any acknowledgment of the portfolio as something that UW students should be developing throughout their Phase experiences.

5. Logistics of travel and housing for students were handled satisfactorily.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	2.4	2.8	2.8
Disagree	0	0.0	0.0	2.8
Undecided	6	14.3	16.7	19.4
Agree	21	50.0	58.3	77.8
Strongly Agree	8	19.0	22.2	100.0
Missing	6	14.3		
Total	42	100.0	100.0	

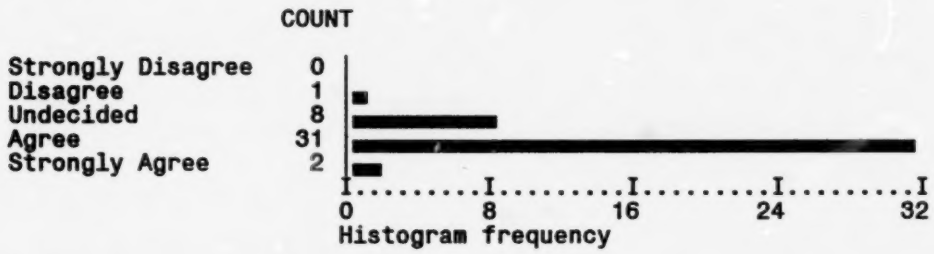


Median = Agree Mode = Agree

A large majority Phase II mentor teachers felt that logistics of travel and housing for students were handled satisfactorily. These were not seen as a problem by any of the 12 teachers who added comments to this question.

6. CTL activities helped my university student achieve the expected outcomes for Phase II.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0
Disagree	1	2.4	2.4
Undecided	8	19.0	21.4
Agree	31	73.8	95.2
Strongly Agree	2	4.8	100.0
Total	42	100.0	

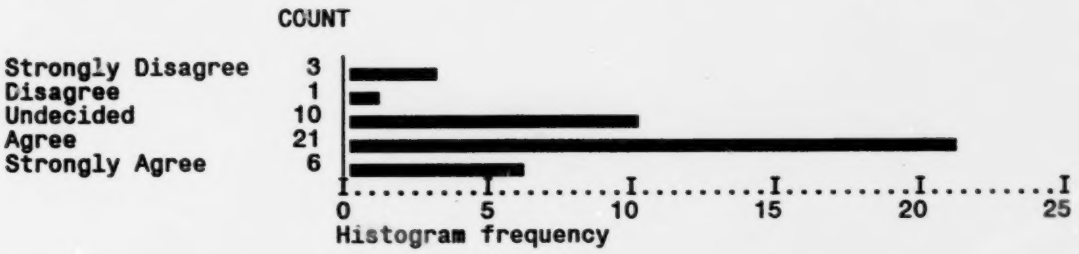


Median = Agree Mode = Agree

A large majority of Phase II mentor teachers felt that CTL activities helped their university student achieve the expected outcomes for Phase II. In comments, one teacher commented that the CTL activities seemed to be "more of a distraction that an assistance". Three teachers expressed confusion over the difference between CTL activities and classroom activities.

7. **My student's on-campus work has been well coordinated with his/her experience in the field.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	7.1	7.3	7.3
Disagree	1	2.4	2.4	9.8
Undecided	10	23.8	24.4	34.1
Agree	21	50.0	51.2	85.4
Strongly Agree	6	14.3	14.6	100.0
Missing	1	2.4		
Total	42	100.0	100.0	

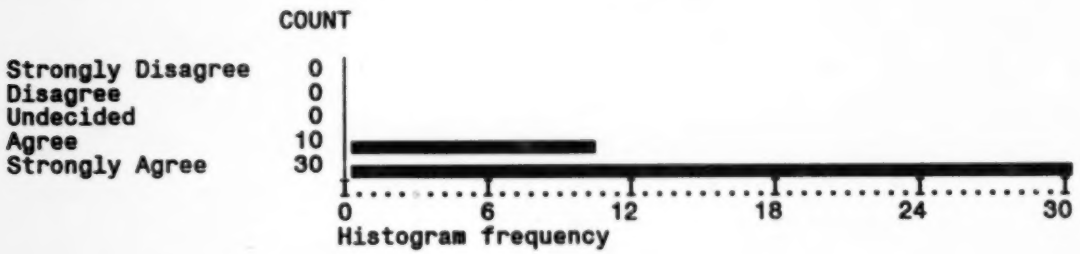


Median = Agree Mode = Agree

Most Phase II mentor teachers believed their student's on-campus work was well coordinated with his/her experience in the field. In comments, mentor teachers expressed the desire to communicate more actively with the university to coordinate on-campus work with UW students' expectations in the field. Some expressed frustration over the fact that they often had to find out what was expected of them by UW faculty through their UW Phase students rather than directly from UW faculty.

8. **Having a UW student for a four-week block of time was preferable to a series of shorter visits.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	0	0.0	0.0	0.0
Undecided	0	0.0	0.0	0.0
Agree	10	23.8	25.0	25.0
Strongly Agree	30	71.4	75.0	100.0
Missing	2	4.8		
Total	42	100.0	100.0	

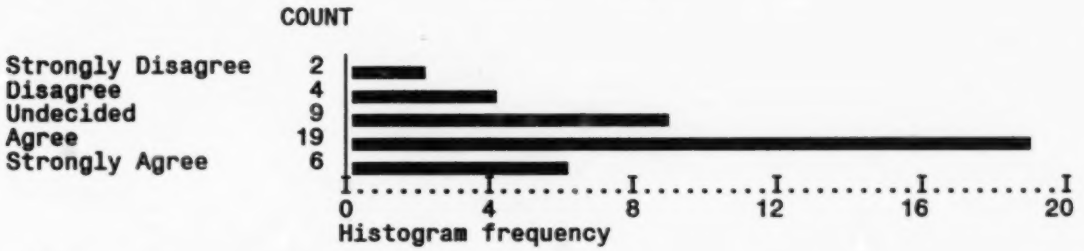


Median = Strongly Agree Mode = Strongly Agree

Phase II mentor teachers strongly agreed that having a UW student for a four-week block of time was preferable to a series of shorter visits. They were overwhelmingly in favor of the four-week block of time. Many felt that this was the "best idea of the Phase Program." Generally speaking, the teachers viewed the four-week block of time as beneficial because it provided the sustained exposure necessary for mentor teachers, UW students, and public-school students to develop relationships in the classroom.

9. CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in the phase in which I worked.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	5.0	5.0
Disagree	4	9.5	10.0	15.0
Undecided	9	21.4	22.5	37.5
Agree	19	45.2	47.5	85.0
Strongly Agree	6	14.3	15.0	100.0
Missing	2	4.8		
Total	42	100.0	100.0	

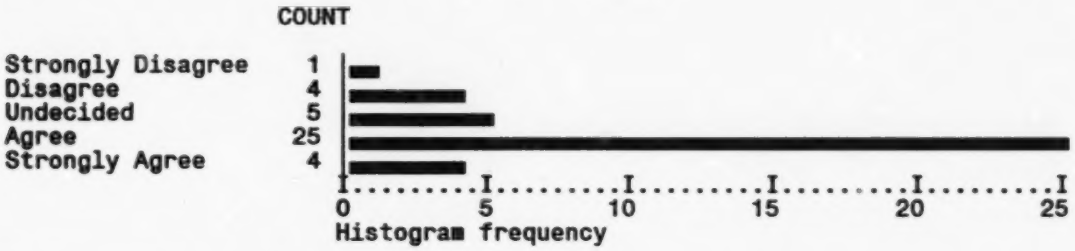


Median = Agree Mode = Agree

A majority of Phase II mentor teachers felt that CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase II. However, in comments, several teachers stated that they were never asked to participate in the planning of activities and evaluation procedures. One teacher requested guidelines concerning the mentor's role in evaluating UW students.

10. UW instructors requested an adequate amount of assessment and evaluative feedback on our students' work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	2.4	2.6	2.6
Disagree	4	9.5	10.3	12.8
Undecided	5	11.9	12.8	25.6
Agree	25	59.5	64.1	89.7
Strongly Agree	4	9.5	10.3	100.0
Missing	3	7.1		
Total	42	100.0	100.0	

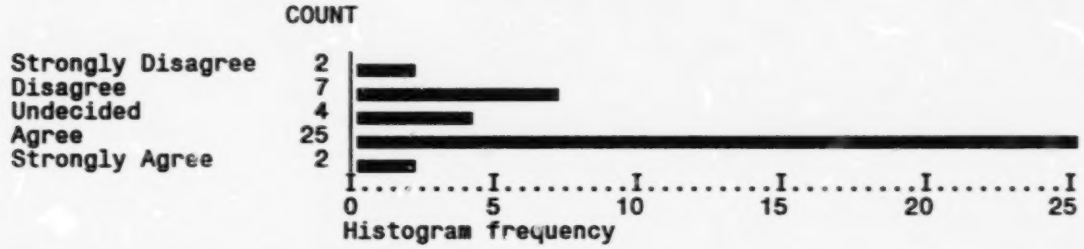


Median = Agree Mode = Agree

Most Phase II mentor teachers agreed that UW instructors requested an adequate amount of assessment and evaluative feedback on their students' work. Some expressed confusion over how UW students were to be evaluated, the mentor teacher's role in this evaluation process, and what materials existed for evaluating UW students.

11. UW instructors requested appropriate <u>kinds</u> of assessment and evaluative feedback on our students' work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	4.8	5.0	5.0
Disagree	7	16.7	17.5	22.5
Undecided	4	9.5	10.0	32.5
Agree	25	59.5	62.5	95.0
Strongly Agree	2	4.8	5.0	100.0
Missing	2	4.8		
Total	42	100.0	100.0	

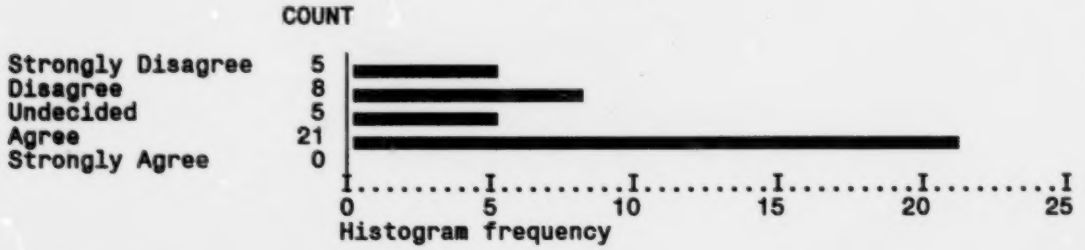


Median = Agree Mode = Agree

Most Phase II mentor teachers felt that UW instructors requested appropriate kinds of assessment and evaluative feedback on our students' work. Several mentor teachers reported that no evaluation of UW students was ever requested. Two teachers stated that one informal visit with a UW faculty member constituted their Phase students' evaluation.

12. The university and the school district have provided adequate training and support for mentor teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	11.9	12.8	12.8
Disagree	8	19.0	20.5	33.3
Undecided	5	11.9	12.8	46.2
Agree	21	50.0	53.8	100.0
Strongly Agree	0	0.0	0.0	100.0
Missing	3	7.1		
Total	42	100.0	100.0	

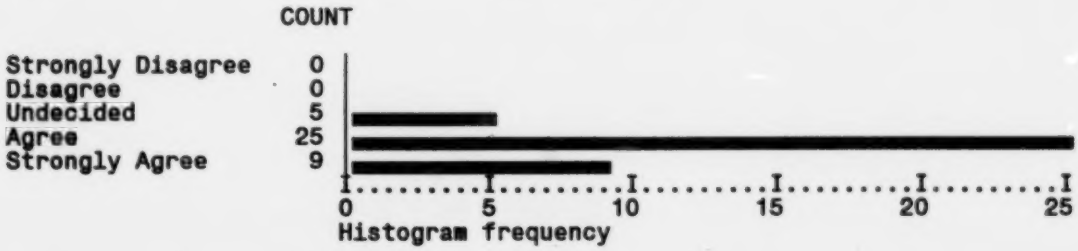


Median = Agree Mode = Agree

Most Phase II mentor teachers believed that the university and the school district have provided adequate training and support for mentor teachers. In comments to this item, some reported that, with the exception of one or two short meetings, no training or support from the university or school district occurred.

13. My time, as a resource made available to teacher education, has been well used in Phase II.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	0	0.0	0.0	0.0
Undecided	5	11.9	12.8	12.8
Agree	25	59.5	64.1	76.9
Strongly Agree	9	21.4	23.1	100.0
Missing	3	7.1		
Total	42	100.0	100.0	

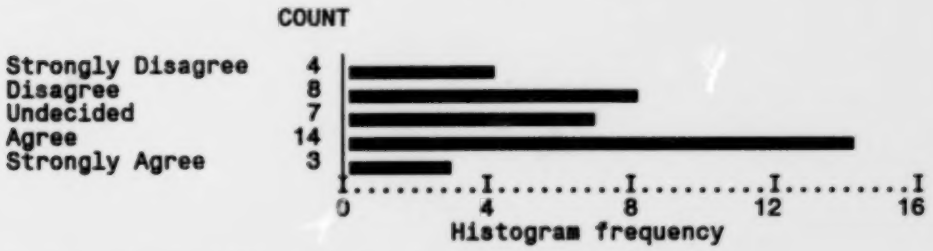


Median = Agree Mode = Agree

A large majority of Phase II mentor teachers agreed or strongly agreed that their time, as a resource made available to teacher education, was well used in Phase II. Several commented that the time UW students spent in the classroom interacting with their mentor teachers and students was deemed beneficial.

14. My instructional efforts in UW's Phase program have been appropriately recognized by the school district.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	9.5	11.1	11.1
Disagree	8	19.0	22.2	33.3
Undecided	7	16.7	19.4	52.8
Agree	14	33.3	38.9	91.7
Strongly Agree	3	7.1	8.3	100.0
Missing	6	14.3		
Total	42	100.0	100.0	

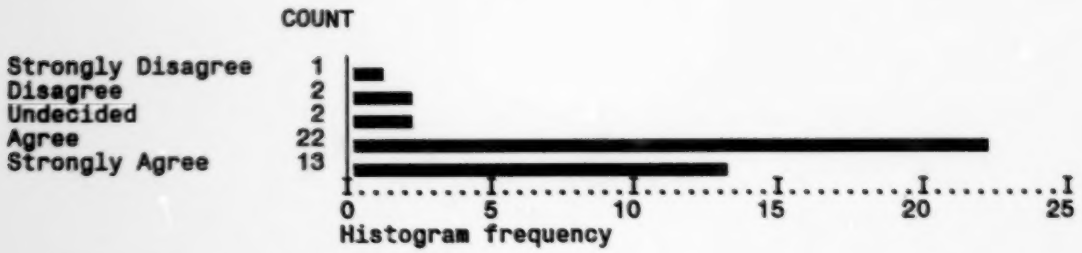


Median = Undecided Mode = Agree

Although a slight majority of Phase II mentor teachers felt that their instructional efforts in UW's Phase program had been appropriately recognized by the school district, a sizable minority did not. Several Mentor teachers stated that being a part of the Phase program was in and of itself sufficient recognition and compensation for their participation. Several Mentor teachers said they had been "recognized" by their local school districts but not compensated in any sense. Tuition waivers were viewed by some teachers as adequate compensation, but others dismissed the waivers as pieces of paper with limited, if any, value. Several teachers requested money instead of tuition waivers.

15. My experiences with UW faculty and students in the Phase program have contributed significantly to my professional growth.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	2.4	2.5	2.5
Disagree	2	4.8	5.0	7.5
Undecided	2	4.8	5.0	12.5
Agree	22	52.4	55.0	67.5
Strongly Agree	13	31.0	32.5	100.0
Missing	2	4.8		
Total	42	100.0	100.0	



Median = Agree Mode = Agree

A large majority of Phase II mentor teachers agreed or strongly agreed that their experiences with UW faculty and students in the Phase program had contributed significantly to their professional growth. The Phase II students were appreciated by the majority of their mentor teachers for the enthusiasm and new ideas they brought to the classroom. Several Mentor teachers found that working with Phase students encouraged them to reflect on their own theories of education and teaching practices.

Open Ended Questions

1. What experiences in your class/school were most effective for students in achieving the expected outcomes for Phase II?

Many of the comments made by the 35 mentor teachers who responded to this question reflected their overwhelmingly positive reaction to the four-week block of time students spent in their classrooms during Phase II. As one Mentor teacher put it: "The block of time allowed for continuity of program, getting involved with students and seeing the flexibility needed to maintain our objectives."

Experiences in the classroom specifically mentioned as being effective for UW students in achieving the expected outcomes for Phase II included: working with small and large groups of students, teaching units and doing demonstrations, using hands-on learning activities, and accompanying their mentor teachers to faculty meetings.

In general, UW students were said to develop as teachers by virtue of experiences gained in the areas of classroom management, short and long-term lesson planning, and assessing the progress of pupils with a wide variety of social-emotional needs and learning styles.

One teacher remarked that it was not appropriate for the Phase students to teach lessons using the lesson plans of their mentor teachers. The lesson plans of experienced teachers are the product of years of development and familiarity with the curriculum content. In addition, Phase students needed opportunities to develop their own lesson plans, with guidance from the Mentor teacher.

2. How should assignments for university students be modified in the future to better meet their needs and the needs of your students?

Several Mentor teachers were concerned that students were being held responsible for too many assignments during Phase II, that many of these assignments were not suited in either method or content to the prevailing curriculum, and that greater emphasis should have been placed on students' involvement in smaller tasks, such as playground duty, settling disputes between students, or accompanying the class to music and/or PE. "Having the students actively involved in the classroom is most valuable, the many other projects were so cumbersome that they may have overshadowed the more important classroom experience."

3. Is the present use of human resources efficient? If not, how might we make more effective use of instructional and support personnel?

To make more effective use of instructional and support personnel, many of the mentor teachers suggested setting up a series of meetings in the field for Clinical faculty, mentor teachers, and UW faculty. These meetings would facilitate communication and help to clarify future roles and expectations. Specific suggestions included: allow students to change mentor teachers after two weeks and have UW faculty provide seminars to teachers in the school districts.

4. Were you appropriately involved as a partner with UW faculty in the planning and assessment of your student's learning? If you believe there is room for improvement in this area, what should be done to strengthen the partnership?

There was a significant amount of disappointment expressed over the lack of contact between mentor teachers and UW faculty: "I feel that the mentor teachers need to meet with the UW faculty to know what is expected – one group had detailed expectations and another did not. As far as assessing my student's learning, five minutes of talking isn't fair to the student". According to a majority of the 28 comments reviewed, a clear understanding of Phase II outcomes and the standardized means by which the mentor teachers could assess goal attainment in relation to students' activities in the classroom was needed.

5. Have you found your work in the new program professionally and/or personally rewarding? Please explain.

A clear majority of the 33 Phase II Mentor teachers responding this question stated that they found the new program to be professionally and personally rewarding: "Yes, professionally, I find myself evaluating teaching, often through the eyes of my UW student. This helps me to improve. Personally, I find it rewarding because I am helping someone else accomplish their dream while sharing mine!" A common theme throughout the comments was that having an enthusiastic Phase student contributed significantly to a more positive classroom environment for both the Mentor teachers and their students: "I felt it rewarding working with younger students who are going into the same field. It also makes you take a look at how you are doing things and could change."

6. Please submit any further observations which you think might contribute to a full and fair evaluation of the current effectiveness of the teacher education program.

Guidelines for evaluating the Phase students, an overview of what the Phase program is trying to accomplish, more time in the classrooms, and more UW faculty involvement were all mentioned as potential ways for improving the effectiveness of the teacher education program. Several Mentor teachers felt the Community Profile assignment required too much of the Phase students' time, time which could have been better utilized in their respective classrooms.

The Phase II students were appreciated by the majority of their Mentor teachers for the enthusiasm

and new ideas they brought to the classroom. Several Mentor teachers found that working with Phase students encouraged them to reflect on their own theories of education and teaching practices.

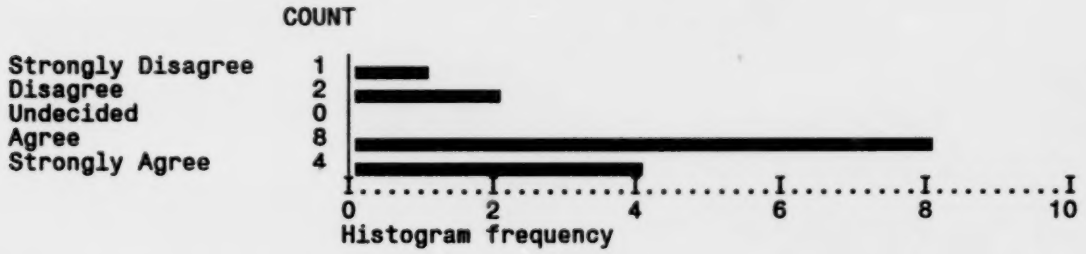
Phase IIIb Mentor Teacher Survey

During Spring, 1994, 47 mentor teachers worked with Phase IIIb students completing their residency. Mailed surveys were sent to each these except for the four teachers in Gillette, through administrative oversight on the part of the evaluators. Of these 43 questionnaires, 16 had been returned by May 18, resulting in a response rate of 37%. Those responding were predominantly (92%) teachers at elementary schools. The low response rate for this questionnaire makes generalization from the survey tenuous. This sample may be considered a volunteer sample and may differ in important ways from the entire group of Phase IIIb mentor teachers.

Part A

1. **The three fluid periods of "guided teaching," independent teaching," and "teaming" provided an effective organizing framework for my Phase IIIb student.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	6.3	6.7	6.7
Disagree	2	12.5	13.3	20.0
Undecided	0	0.0	0.0	20.0
Agree	8	50.0	53.3	73.3
Strongly Agree	4	25.0	26.7	100.0
Missing	1	6.3		
Total	16	100.0	100.0	

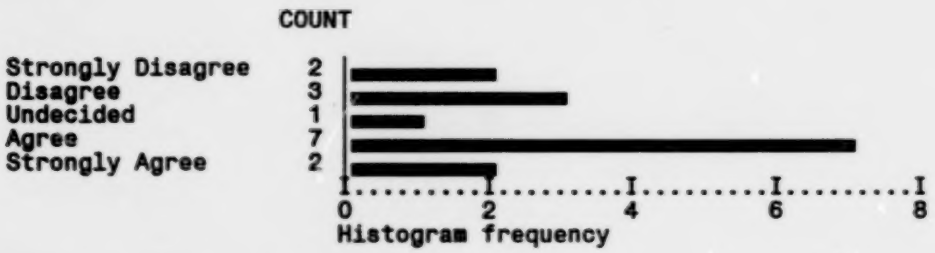


Median = Agree Mode = Agree

Most of the Phase IIIb teachers responding to the survey agreed that the three fluid periods of "guided teaching," independent teaching," and "teaming" provided an effective organizing framework for their Phase IIIb student.

2. The expected "outcomes," processes," and "documentations" for Phase IIIb were clearly understood by me and my Phase IIIb student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	12.5	13.3	13.3
Disagree	3	18.8	20.0	33.3
Undecided	1	6.3	6.7	40.0
Agree	7	43.8	46.7	86.7
Strongly Agree	2	12.5	13.3	100.0
Missing	1	6.3		
Total	16	100.0	100.0	

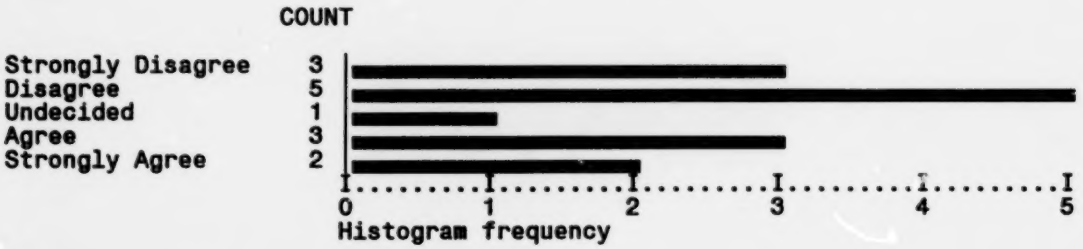


Median = Agree Mode = Agree

Most of the Phase IIIb teachers responding to the survey agreed that they and the student clearly understood the expected "outcomes," processes," and "documentations" for Phase IIIb.

3. Developing the professional portfolio, begun in Phase I, was a central concern for me and my student.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	18.8	21.4	21.4
Disagree	5	31.3	35.7	57.1
Undecided	1	6.3	7.1	64.3
Agree	3	18.8	21.4	85.7
Strongly Agree	2	12.5	14.3	100.0
Missing	2	12.5		
Total	16	100.0	100.0	

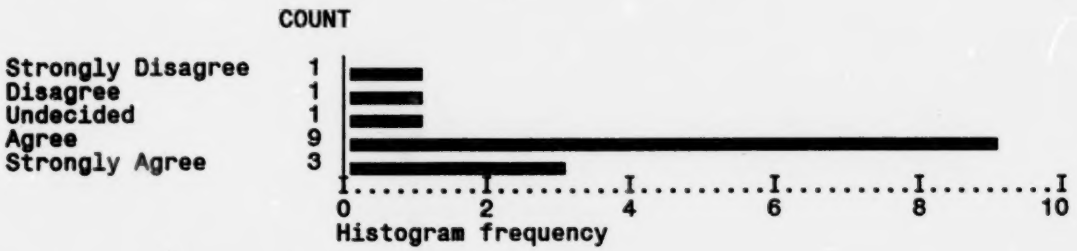


Median = Disagree Mode = Disagree

Most Phase IIIb mentor teaching responding to the survey did not believe developing the professional portfolio, begun in Phase I, was a central concern for them and their student. The two mentor teachers who commented on this item were not aware of the professional portfolio or its purpose: "No, wasn't sure what the portfolio was to include and neither was she", "Unfamiliar to me until last week of program – Spring, 1994".

4. Logistics of travel and housing for my Phase IIIb student were handled satisfactorily.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	6.3	6.7	6.7
Disagree	1	6.3	6.7	13.3
Undecided	1	6.3	6.7	20.0
Agree	9	56.3	60.0	80.0
Strongly Agree	3	18.8	20.0	100.0
Missing	1	6.3		
Total	16	100.0	100.0	

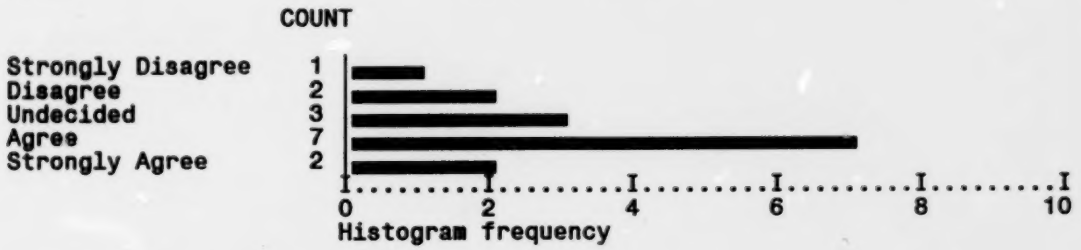


Median = Agree Mode = Agree

Most Phase IIIb mentor teaching responding to the survey felt that logistics of travel and housing for her/his Phase IIIb student were handled satisfactorily.

5. **CTL activities helped my university student achieve the expected outcomes for Phase IIIb.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	6.3	6.7	6.7
Disagree	2	12.5	13.3	20.0
Undecided	3	18.8	20.0	40.0
Agree	7	43.8	46.7	86.7
Strongly Agree	2	12.5	13.3	100.0
	1	6.3		
Total	16	100.0	100.0	

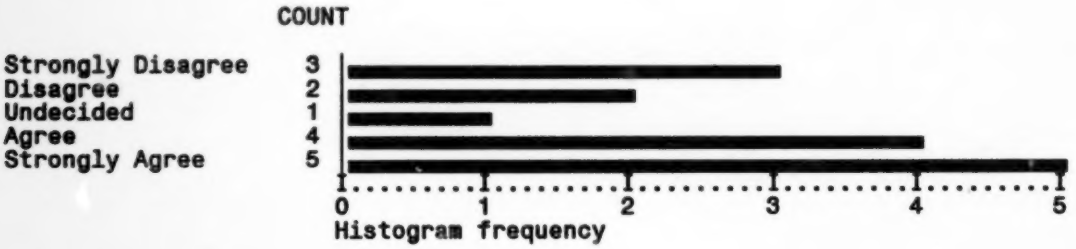


Median = Agree Mode = Agree

Most Phase IIIb mentor teachers responding to the survey thought that CTL activities helped their university student achieve the expected outcomes for Phase IIIb. One mentor teacher commented: "The video was excellent. It helped us to focus on bringing 'it all' together." Another wrote, "Somewhat boring CTL topics," while a third complained, "No, outcomes were not closely related to the classroom. No classroom management, no reading instruction, no A.V. knowledge."

6. My Phase IIIb student was well prepared, from the beginning of her/his residency, to assume teaching responsibilities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	18.8	20.0	20.0
Disagree	2	12.5	13.3	33.3
Undecided	1	6.3	6.7	40.0
Agree	4	25.0	26.7	66.7
Strongly Agree	5	31.3	33.3	100.0
Missing	1	6.3		
Total	16	100.0	100.0	

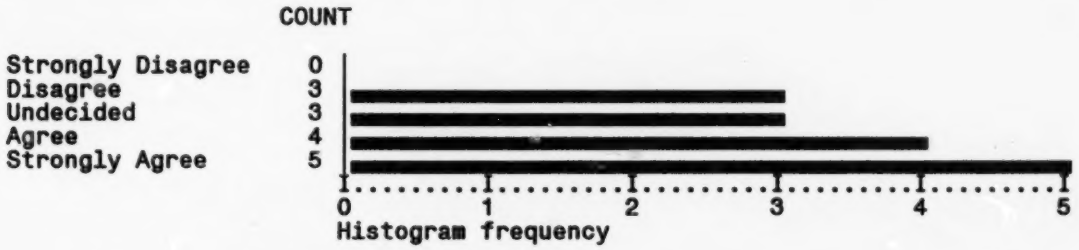


Median = Agree Mode = Strongly Agree

While a slight majority of Phase IIIb teachers responding to the survey felt that their Phase IIIb student was well prepared, from the beginning of her/his residency, to assume teaching responsibilities, a sizable minority did not. Of the six Mentor teachers who commented, three believed their Phase students were well prepared from the beginning of her/his residency to assume teaching responsibilities while three Mentor teachers believed that their Phase students should have been better prepared to assume teaching responsibilities.

7. **CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in the phase in which I worked.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	3	18.8	20.0	20.0
Undecided	3	18.8	20.0	40.0
Agree	4	25.0	26.7	66.7
Strongly Agree	5	31.3	33.3	100.0
Missing	1	6.3		
Total	16	100.0	100.0	

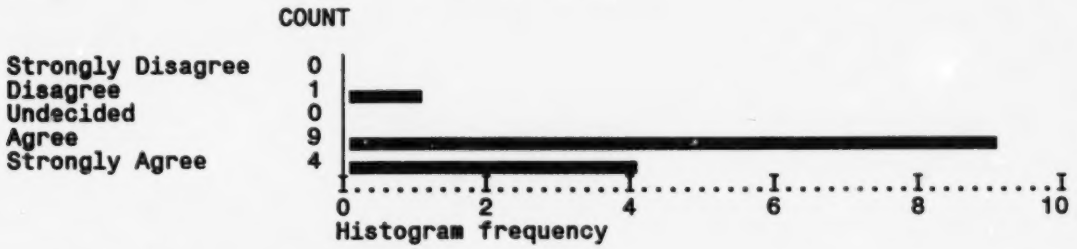


Median = Agree Mode = Strongly Agree

Most Phase IIIb mentor teachers responding to the survey agreed or strongly agreed that CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase IIIb. In comments to the item, two teachers expressed concern that while CTL faculty appeared to have input, the mentor teachers did not: "CTL faculty had input, we did not" and "Too little too late in evaluation and activities planning nonexistent".

8. The scheduled 12-week full-time residency for my Phase IIIb student fit our school schedule well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	1	6.3	7.1	7.1
Undecided	0	0.0	0.0	7.1
Agree	9	56.3	64.3	71.4
Strongly Agree	4	25.0	28.6	100.0
Missing	2	12.5		
Total	16	100.0	100.0	

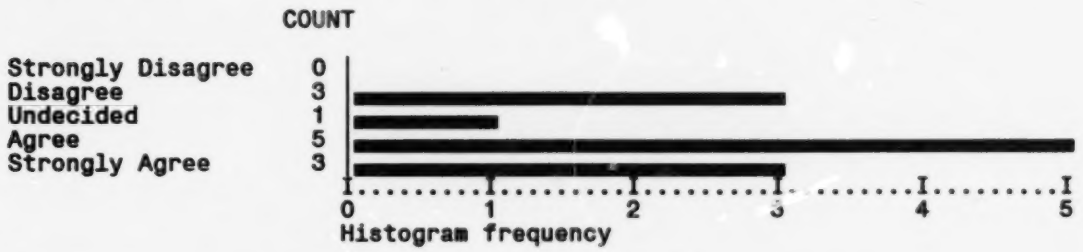


Median = Agree Mode = Agree

Almost all Phase IIIb mentor teachers responding to the survey agreed that the scheduled 12-week full-time residency for their Phase IIIb student fit their school schedule well. One teacher requested that Phase students begin their full-time residency when the public schools resume instruction after Christmas; that is, during Phase IIIb, UW students should come and go according to the school district calendar and not UW's schedule. Another Mentor teacher suggested that a 16-week residency would be more effective than the current 12-week residency.

9. CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase IIIb.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	3	18.8	25.0	25.0
Undecided	1	6.3	8.3	33.3
Agree	5	31.3	41.7	75.0
Strongly Agree	3	18.8	25.0	100.0
Missing	4	25.0		
Total	16	100.0	100.0	

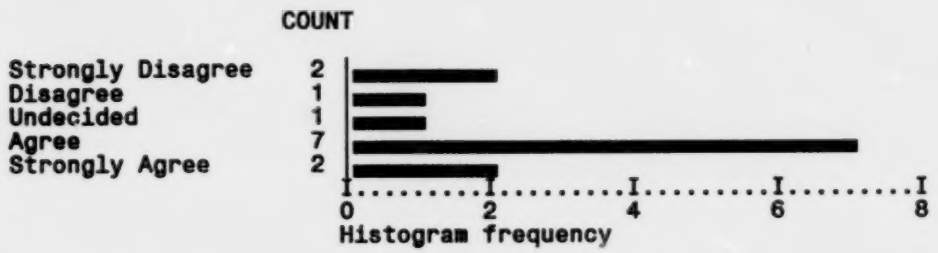


Median = Agree Mode = Agree

Few Phase IIIb mentor teachers (12) responded to the item, "CTL faculty and mentor teachers participated effectively in the planning of activities and evaluation procedures in Phase IIIb." Of those who did respond, most agreed. Two teachers commented that they were never asked to participate in planning activities and evaluation procedures during Phase IIIb: "We were not involved in the formulation of the evaluation procedure and instrument".

10. UW instructors requested an adequate amount of assessment and evaluative feedback on my student's work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	12.5	15.4	15.4
Disagree	1	6.3	7.7	23.1
Undecided	1	6.3	7.7	30.8
Agree	7	43.8	53.8	84.6
Strongly Agree	2	12.5	15.4	100.0
Missing	3	18.8		
Total	16	100.0	100.0	

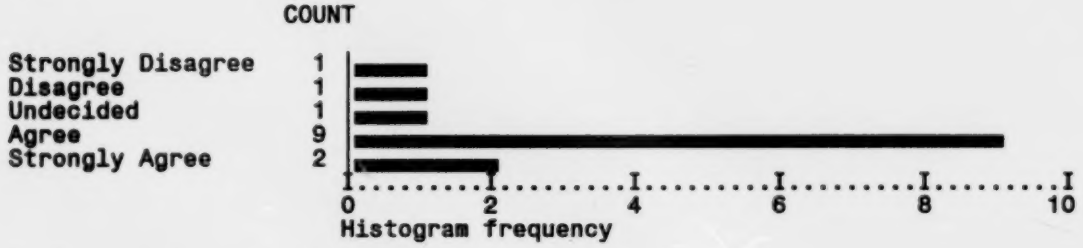


Median = Agree Mode = Agree

Although most responding to the scaled item agreed that UW instructors requested an adequate amount of assessment and evaluative feedback on their student's work, several comments indicated the opposite. UW instructors did not request any assessment or evaluative feedback, according to three Mentor teacher comments: "No real evaluation of student done after classroom contact. Unrealistic view of CTL student by UW".

11. UW instructors requested appropriate <u>kinds</u> of assessment and evaluative feedback on my student's work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	6.3	7.1	7.1
Disagree	1	6.3	7.1	14.3
Undecided	1	6.3	7.1	21.4
Agree	9	56.3	64.3	85.7
Strongly Agree	2	12.5	14.3	100.0
Missing	2	12.5		
Total	16	100.0	100.0	

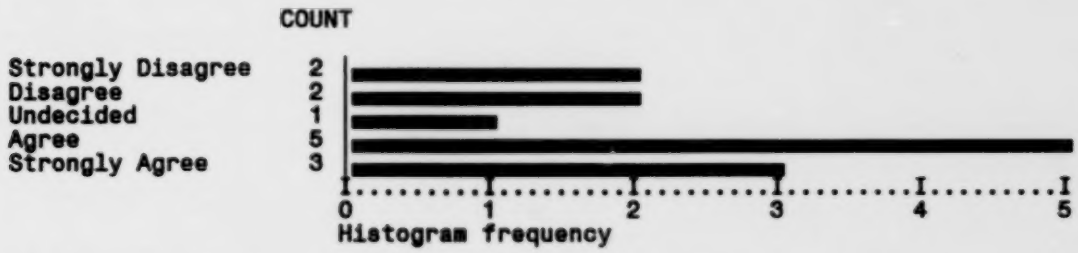


Median = Agree Mode = Agree

Most Phase IIIb mentor teachers responding to the survey thought that UW instructors requested appropriate kinds of assessment and evaluative feedback on their student's work. Videotaping was mentioned as a problem in terms of procuring the necessary equipment.

12. The university and the school district have provided adequate training and support for mentor teachers working with Phase IIIb students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	12.5	15.4	15.4
Disagree	2	12.5	15.4	30.8
Undecided	1	6.3	7.7	38.5
Agree	5	31.3	38.5	76.9
Strongly Agree	3	18.8	23.1	100.0
Missing	3	18.8		
Total	16	100.0	100.0	

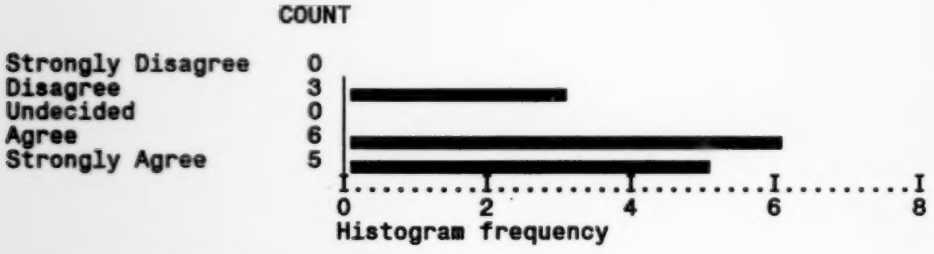


Median = Agree Mode = Agree

Most Phase IIIb mentor teachers responding to the survey agree that the university and the school district had provided adequate training and support for mentor teachers working with Phase IIIb students. However in comments, some expressed the view that the university and school district did not: "We helped each other as mentor teachers. We received no help from the University" and "Need guidance and specifics in actual training to strengthen program".

13. **My time, as a resource made available to teacher education, has been well used in Phase IIIb.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	3	18.8	21.4	21.4
Strongly Disagree	0	0.0	0.0	21.4
Agree	6	37.5	42.9	64.3
Strongly Agree	5	31.3	35.7	100.0
Missing	2	12.5		
Total	16	100.0	100.0	



Median = Agree Mode = Agree

Most Phase IIIb mentor teachers responding to the survey felt their time, as a resource made available to teacher education, had been well used in Phase IIIb. But, three mentor teachers commented that their Phase students required more time than they could provide.

14. My instructional efforts in UW's Phase program have been appropriately recognized and compensated by the school district.

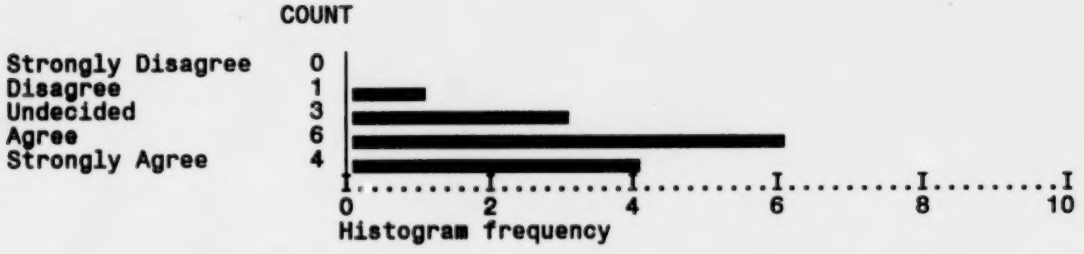
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	12.5	14.3	14.3
Disagree	2	12.5	14.3	28.6
Undecided	4	25.0	28.6	57.1
Agree	3	18.8	21.4	78.6
Strongly Agree	3	18.8	21.4	100.0
Missing	2	12.5		
Total	16	100.0	100.0	

Median = Undecided Mode = Undecided

Most Phase IIIb mentor teachers responding to the survey neither agreed nor disagreed that their instructional efforts in UW's Phase program had been appropriately recognized and compensated by the school district. About as many agreed as disagreed that recognition and compensation were adequate. Tuition waivers were seen as inadequate compensation by the three mentor teachers who commented.

15. My experiences with UW faculty and students in the Phase Program have contributed significantly to my professional growth.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	1	6.3	7.1	7.1
Undecided	3	18.8	21.4	28.6
Agree	6	37.5	42.9	71.4
Strongly Agree	4	25.0	28.6	100.0
Missing	2	12.5		
Total	16	100.0	100.0	



Median = Agree Mode = Agree

Most Phase IIIb teachers responding to the survey believed their experiences with UW faculty and students in the Phase Program contributed significantly to their professional growth.

Open Ended Questions

1. What experiences in your class/school were most effective for students in achieving the expected outcomes for Phase III?

Implementing classroom management, planning and teaching lessons, using the mentor teacher as a role model, and working with students with a wide range of abilities were all mentioned as effective experiences for students in achieving the expected outcomes for Phase III.

2. How should assignments for university students be modified in the future to better meet their needs and the needs of your students?

Of the 9 Mentor teachers who responded to this question, most believed that a closer coordination of assignments between UW and the school district would better meet the needs of Phase students and the school districts' students. Assignments from UW were often criticized as being "vague" or "not in tune with the realities of the classroom". Having UW faculty visit the CTL classrooms was mentioned as a good way to make university assignments more relevant to the students in the various school districts and classrooms. Mentor teachers requested more responsibility for assigning tasks to UW students, thereby reducing the amount of "busy work" assigned by UW Professors.

3. Is the present use of human resources efficient? If not, how might we make more effective use of instructional and support personnel?

Most comments involved a request for more contact time with UW faculty members and, in particular, the Phase IIIa methods instructors: "I would like to see the professors and instructors visit the schools where the Phase students are placed. It would help them in assigning projects, especially those for students working in innovative programs".

4. Were you appropriately involved as a partner with UW faculty in the planning and assessment of your student's learning? If you believe there is room for improvement in this area, what should be done to strengthen the partnership?

"More meetings with and without CTL students should be scheduled. Also, actual UW observations of CTL would be helpful". Mentor teachers requested more opportunities to plan and assess their students' learning in concert with UW faculty as a means to strengthen the partnership.

5. Have you found your work in the new program professionally and/or personally rewarding? Please explain.

Comments to this question represented a wide range of reactions on the part of Mentor teachers to having Phase students in their classrooms. Mentor teachers stated that, in many cases, their Phase students were highly motivated individuals who reduced the total amount of work for their Mentor teachers. In other cases, Mentor teachers reported that the presence of Phase students in their classrooms hindered classroom routines and increased Mentor teacher stress levels: "With my student teacher's comfort in the classroom, I felt able to do several large projects and leave her to teach without having to worry about the well-being of my class" and "It caused a great deal of additional stress. At this point in time, teaching is so demanding I felt the CTL program only added to those demands".

6. Please submit any further observations, ideas, or questions which you think might contribute to a full and fair evaluation of the current effectiveness of the teacher education program.

Further comments were idiosyncratic and are presented, verbatim, in Appendix B.

Spring, 1994 Clinical Faculty Survey

The Clinical Faculty of the new teacher education program consist of usually two teachers within each school district where a school or several schools have been designated Wyoming Centers for Teaching and Learning (WCTL's). Among the responsibilities of these teachers are duties such as acting as a liaison between the school district and the university, helping to recruit mentor teachers, and placing preservice teachers in classrooms. A modest stipend of $500 per semester was paid to each of these Clinical Faculty members during Spring, 1994, as compensation for these activities.

There were 31 Clinical Faculty members active in the Spring semester, 1994. A questionnaire was mailed to each of these teachers. By May 18, twelve had returned the survey, resulting in a response rate of 39%. This low return rate makes generalization from the sample of returned questionnaires dangerous. However, the results below may give some sense of the views of these important participants in the teacher education program.

The first section of the Clinical Faculty survey asked what activities these faculty performed as part of the Phase program.

Activities performed by Clinical Faculty members

Clinical Faculty Member Activity	Percent Performed
1. Acted as liaison between the University and my school district.	100% *
2. Helped to recruit mentor teachers.	100%
3. Helped to place students with mentor teachers.	100% *
4. Arranged for practicum experiences in our district.	83.3%
5. Provided or arranged for instruction in seminars for cohort groups in our district.	75.0%
6. Helped to coordinate the evaluation of Phase students.	75.0%
7. Arranged travel and housing in the district for Phase students.	41.7%

* 1 response missing.

Other tasks performed, each mention once were a) organized food, meals, refreshments for meetings, b) met with all Phase I and II students, and c) attended meetings and classes for UW faculty.

It appears that all members of the Clinical Faculty act as liaisons between the school district and the College of Education, help to recruit mentor teachers and place students in their classrooms. Most Clinical Faculty members reported working more directly with students, arranging for seminars, providing instruction for Phase students, and helping to coordinate their evaluation. Fewer than half reported arranging for travel and housing in the district for Phase students.

Comments related to CTL Faculty Activities

1. Acted as a liaison between the University and my school district:

The nine clinical faculty who commented viewed their role as liaison between the University and school districts as vital to the successful coordination of the Phase program partnership: "We work closely with the administration of our district and the UW faculty". Clinical faculty acted as advocates for the Phase program within their respective school districts: "I supported the program. My position allowed me to have contact with all teachers. The teachers were willing to accommodate my requests". Communication with UW was generally effective according to several CTL comments: "Good communication channel with UW – able to voice and resolve problems", "Our UW faculty worked closely with us, making the coordination between faculty and students very simple", and "Trust and respect among all clinical faculty. Good feelings from most UW faculty".

2. Helped to recruit mentor teachers:

Clinical faculty indicated that recruiting Mentor teachers for the Phase program was one of their most important jobs. Mentor teachers could volunteer, were chosen by administrative personnel, or Clinical faculty would actively recruit teachers they believed would make exemplary mentors. Several Clinical faculty believed that the success of recruitment efforts in the future will depend on the provision of adequate compensation for Mentor teachers: "No problems signing them up the first time. How to train them, how to provide more collaboration with UW faculty, how to reward them, how to retain them"; "At this point we do not have teachers beating down the doors to be mentor teachers. I hope qualifications don't get too time consuming or difficult. People are tired of extra work!"

3. Helped to place students with mentor teachers:

In addition to recruiting Mentor teachers, Clinical faculty believed that appropriate placement of Phase students with Mentor teachers was a primary concern: "We viewed this as a vital part of the program ... matched appropriate mentor and student".

4. Arranged for practicum experiences in our district:

Of the 10 CTL faculty who commented, most voiced concerns about the process of placing university students with mentor teachers: "If we have too many cohort groups at a time we will run out of mentors and teachers willing to be observed". CTL faculty requested information about students needing placement in a more timely fashion: "Timelines of the information given to us from UW; that is, names of students, which Phases needed, how to pick just the right mentor teacher".

5. Provided or arranged for instruction in seminars for cohort groups in our district:

A large majority of the 11 CTL faculty who commented did provide or arrange for instruction in seminars for cohort groups. Seminars were seen as positive additions to the overall Phase experience: "The district personnel were well prepared and very concerned for the learning value of the seminars", "I introduced technology. They were very receptive", and "All were worthwhile because I feel both clinical faculties listened to the preservice teacher/mentor teacher needs".

6. Helped to coordinate the evaluation of Phase students:

A majority of the 10 CTL faculty who commented said they were instrumental in efforts to coordinate the evaluation of Phase students; however, several requested more time to visit Phase students throughout their school districts: "We tried to see the students as often as we could. The students seemed to appreciate a public school teacher in that capacity who was not necessarily their mentor. It was hard to see a flow on a unit when we were only in there 3-4 times".

7. Arranged travel and housing in the district for Phase students:

Clinical faculty indicated they were involved more in housing than in travel arrangements for their Phase students. Like travel, housing was regarded as the students' responsibility, although Clinical faculty and Mentor teachers often located or provided housing for students: "We tried to arrange housing and travel for Phase I, housing for Phase II and housing, if needed, for Phases IIIa and b. As numbers get larger we will not be able to provide as much personal attention, as with this cycle". Several Clinical faculty from Albany and Laramie Counties remarked that housing was not a problem because UW students reside in this area: "We are unique in Albany County with students living here. We have helped to provide student transportation to rural schools. This is time consuming for principals and contact teachers".

Open Ended Questions

8. Was your role as a member of the Clinical Faculty sufficiently clear to you? Please explain.

A majority of the 12 Clinical faculty responding to this question believed that their role was sufficiently clear. This was due to several factors: "My role was explained two years ago in Casper and again each time we have met with UW faculty – expectations are clear", "Yes, job descriptions were in detail and the UW faculty cohort leader was detailed in the expectations of us", and "Yes, I attended on-campus meetings where this was discussed".

9. Were the amount and type of compensation for your work adequate? Please explain.

Most of the 12 Clinical faculty who commented believed that the amount and type of compensation for their work was adequate. A few requested that additional release time be arranged to visit CTL classrooms, Mentor teachers, and Phase students in the school district. One Clinical faculty suggested differential compensation contingent upon the number of Phase students in the school district: "I think Clinical Faculty having 30 to 40 students should receive more compensation than those working with 5-20 students".

10. How are mentor teachers in your district chosen? Do they volunteer? Are they appointed? If so, by whom? Are there minimum qualifications set?

CTL committees may ask for volunteers to become Mentor teachers, work with principals to select Mentor teachers, and some Clinical faculty reported working with superintendents of instruction and staff development to recruit Mentor teachers. Qualifications mentioned for being a Mentor teacher included: tenure, knowledge, desire, ability to share knowledge of teaching strategies, having a Masters degree,

being an experienced classroom teacher, making a good match for a prospective Phase student, and having special skills.

11. Have resources been adequate in identifying and rewarding well-trained mentor teachers in your district? Please explain.

The twelve Clinical faculty responding to this question were split in their views pertaining to the allocation of resources to Mentor teachers. About half the Clinical faculty believed that Mentor teachers could make use of more extensive training by UW and the school districts and that they also deserved financial compensation.

12. What parts of the cohort concept are working well and what needs to be modified?

Clinical faculty in towns with large cohort groups found it difficult to organize activities. They saw little cohesion among the students in large cohort groups. Smaller cohort groups "bonded" to a greater degree than larger cohort groups, thus allowing members to provide one another with emotional and professional support.

13. How can communication between university methods teachers, the Clinical Faculty and the Mentor Teachers be improved?

Clinical faculty suggested several mechanisms for improving communication among university methods teachers, the Clinical faculty, and Mentor teachers: face-to-face meetings, holding workshops, having lunch together, arranging conferences, and sharing written outlines of course activities and goals: "Communication has to be positive and regular in the entire process. I did not feel that the university person liked the Phases and it was not a priority. This was very frustrating in the communication process. Mentors seemed to be the fewest in numbers at meetings and somewhat out on the fringes so to speak. They need to be included far more and asked and respected in their opinions. They carry the biggest burdens."

14. What impact has your district's participation in the Wyoming Teacher Education Program had on teachers in your district?

Clinical faculty characterized the impact of their districts' participation in the Phase program on classroom teachers in terms of the enjoyment of working with college students, the enthusiasm many Phase students contribute to their CTL sites, and the infusion of new ideas and perspectives on teaching.

15. What impact has your district's participation in the Wyoming Teacher Education Program had on your school and district?

A few Clinical faculty viewed the Phase program as providing the school districts with a potential source of new teachers who could be hired after completing their student teaching. Some believed that the Phase program conferred a certain amount of prestige on participating schools. Others mentioned the benefits of having UW personnel visit the CTL sites where they could provide inservices, workshops, or seminars to district personnel.

16. What incentives are there for your district's commitment to participate in the Wyoming Teacher Education Program over the long term?

The potential for professional growth, the renewal of schools, and the opportunity to provide a higher-quality teacher education program were mentioned as incentives for continued participation in the Phase program. Clinical faculty believed that if cohort membership continues to increase in the future, more time will be needed for Mentor teachers, college students, and UW faculty to meet in person for the purpose of coordinating activities. Also, monetary compensation for Mentor teachers will eventually become necessary to ensure their participation in the Phase program.

Spring, 1994 Education Student Survey

A survey of students in the Phase program during the 1994 Spring semester was conducted. Written questionnaires were administered during the last week of class to students in Phase I cohorts. Though there were a total of 101 students in Phase I, only 96 questionnaires were distributed because one instructor received the surveys too late in the semester to distribute to his class. Time was allowed to complete the questionnaire in class, with the option of taking home the section containing open-ended items if more time or space for elaboration was needed. Fifty-nine Phase I students returned questionnaires, for a response rate of 61.4%.

Questionnaires were distributed by mail to members of Phase II cohorts following their completion of the month-long blocked field experience early in the semester. From the 95 students in Phase II, 22 responses were received by May 18, for a response rate of 23%.

Phase IIIb students were in the field throughout the whole semester, completing student teaching assignments and related site-based activities. To facilitate comparison between the experiences of Phase IIIb student teachers and their counterparts in the old program, surveys like those sent to WYCET student teachers were mailed to Phase IIIb participants in April. By May 18, 10 out of 46 students, only 22% percent of the total, had returned responses.

Owing to relatively low rates of return from students in Phases II and IIIb, readers are advised to interpret results from these surveys with extreme caution. Those responses for Phases II and IIIb should be considered as if they had been obtained from a volunteer sample, which may not be representative of the entire group of students.

Student questionnaires for Phases I and II were a lightly edited version of the three-part instrument used for Phases I and IIIa during Fall, 1993. Part A requested demographic information, Part B was comprised of 17 scaled items, and Part C included 14 open-ended items, with an invitation to append additional comments. The WYCET survey distributed to Phase IIIb students also featured a section of scaled items and a section of open-ended questions. Part I offered students a 4-point scale on which to rate their own proficiency in three general areas of teacher training: Section A–INSTRUCTIONAL SKILLS, contained 9 items; Section B–KNOWLEDGE SKILLS, contained 5 items; and Section C–INTERPERSONAL COMPETENCIES, contained 4 items. Part II–SUGGESTIONS FOR MODIFICATION OF THE TEACHER PREPARATION PROGRAM contained three broad open-ended questions, followed by an invitation to submit additional comments. It was supplemented by the request for demographic data featured as Part A of the standard Phase student survey. Copies of the questionnaires are included in Appendix A.

In summarizing the data for Phase I, scaled items were coded numerically where 1 was "Strongly Disagree" and 5 was "Strongly Agree." Since this coding remains an ordinal scale, means and standard deviations for each item are not appropriate descriptive statistics, so only medians and modes are reported for these items.

Spring, 1994 Education Survey

Spring, 1994 Phase I

Demographic Characteristics

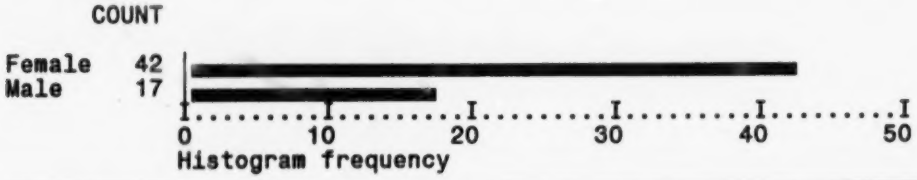
The profile of students in Phase I, Cycle D follows. Seventy-one percent were female; all but two were Caucasian. The median age of the group as a whole was 20-21, with 20% reporting ages older than 23, qualifying them as "non-traditional" in that respect. Another important index of non-traditional status, family formation, yielded a similar profile: Roughly 1 student in 8 was married, and the same number--including some unmarried students--reported having dependents living with them.

The typical student estimated that she had completed something under 20 hours of coursework in education, and had amassed roughly twice that many credit-hours in studies outside the College of Education. Some 60% of these students had taken all their classes at UW; about half of the remaining group, or 20% of the enrollment at this point in this cycle, had transferred in from a community college. Three had earned AA degrees before entering the Phase program; 5 already held bachelor's degrees. No respondents in the spring cohorts reported holding advanced degrees.

More than half of those who had declared an area of concentration were preparing to teach as generalists at the elementary or early childhood levels. About one third were pursuing programs characterized by departmentalized specialty in content areas. Four of the 59 reported a dominant interest in Special Education.

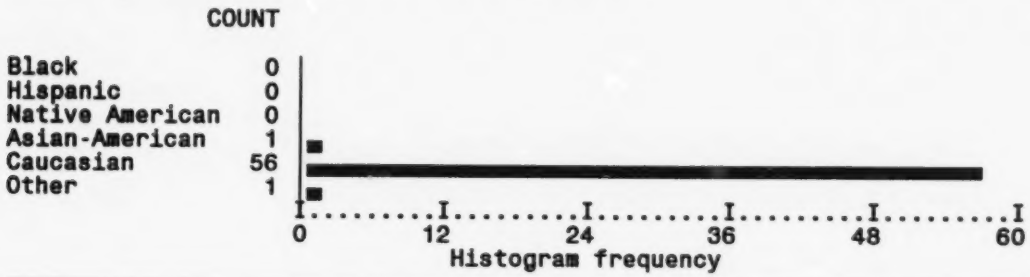
Sex

	Frequency	Percent
Female	42	71.2
Male	17	28.8
Total	59	100.0



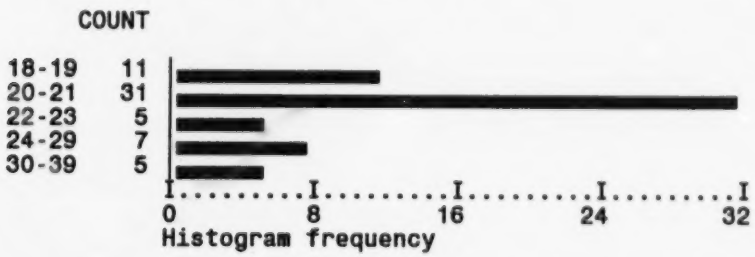
Ethnic Group or Race

Value Label	Frequency	Percent	Valid Percent
Black	0	0.0	0.0
Hispanic	0	0.0	0.0
Native American	0	0.0	0.0
Asian-American	1	1.7	1.7
Caucasian	56	94.9	96.6
Other	1	1.7	1.7
Missing	1	1.7	
Total	59	100.0	100.0



Age Group

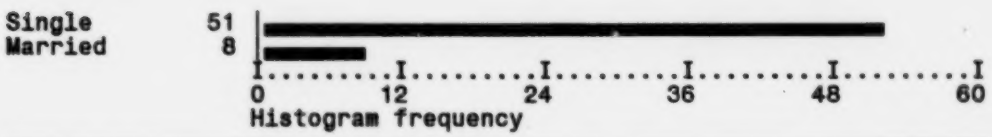
	Frequency	Percent	Valid Percent	Cumulative Percent
18-19	11	18.6	18.6	18.6
20-21	31	52.5	52.5	71.2
22-23	5	8.5	8.5	79.7
24-29	7	11.9	11.9	91.5
30-39	5	8.5	8.5	100.0
Total	59	100.0	100.0	



Marital Status

	Frequency	Percent
Single	51	86.4
Married	8	13.6
Total	59	100.0

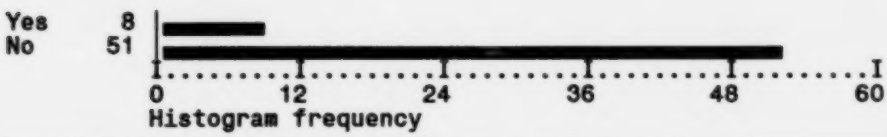
COUNT



Dependents living with you?

	Frequency	Percent
Yes	8	13.6
No	51	86.4
Total	59	100.0

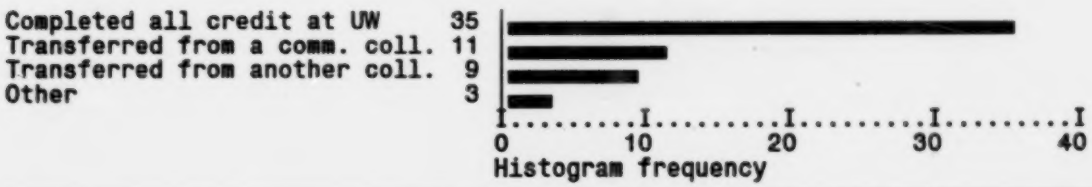
COUNT



Transfer Status

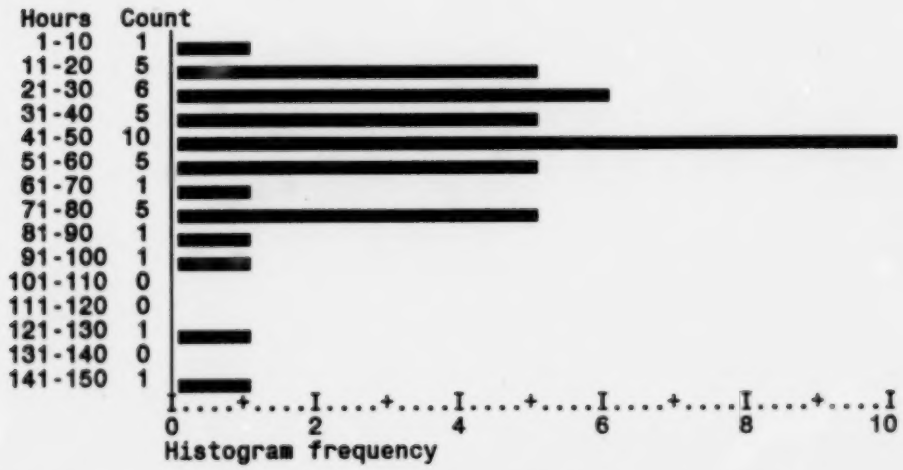
Value Label	Frequency	Percent	Valid Percent
Completed all credit at UW	35	59.3	60.3
Transferred from a comm. coll.	11	18.6	19.0
Transferred from another coll.	9	15.3	15.5
Other	3	5.1	5.2
Missing	1	1.7	
Total	59	100.0	100.0

COUNT



Credit Hours Outside Education

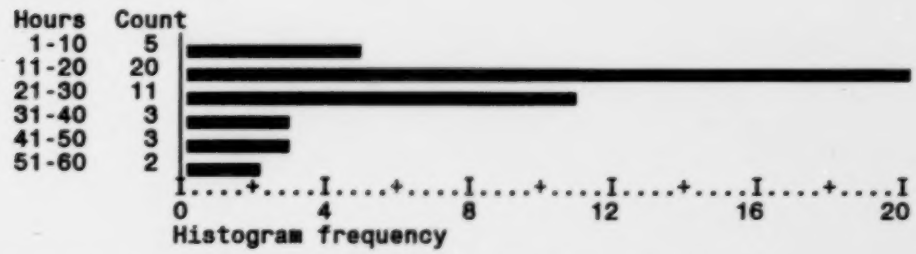
Hours	Frequency	Percent	Cumulative Percent
1-10	1	2.4	2.4
11-20	5	11.9	14.3
21-30	6	14.3	28.6
31-40	5	11.9	40.5
41-50	10	23.8	64.3
51-60	5	11.9	76.2
61-70	1	2.4	78.6
71-80	5	11.9	90.5
81-90	1	2.4	92.8
91-100	1	2.4	95.2
101-110	0	0.0	95.2
111-120	0	0.0	95.2
121-130	1	2.4	97.6
131-140	0	0.0	97.6
141-150	1	2.4	100.0
Total	42	100.0	
Missing	17	28.8	
Total	59		



Mean=50.0 Std Dev=29.7 Min=2 Median=45 Max=150

Credit Hours in Education

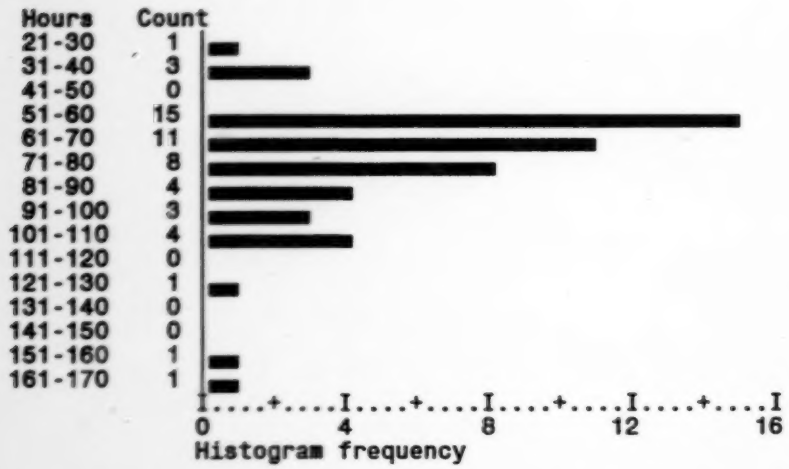
Hours	Frequency	Percent	Cumulative Percent
1-10	5	11.4	11.4
11-20	20	45.4	56.8
21-30	11	25.0	81.8
31-40	3	6.8	88.6
41-50	3	6.8	95.4
51-60	2	4.5	100.0
Total	44	100.0	
Missing	15	25.4	
Total	59		



Mean=23.0 Std Dev-12.2 Min=8 Med=20 Max=56

Total Credit Hours

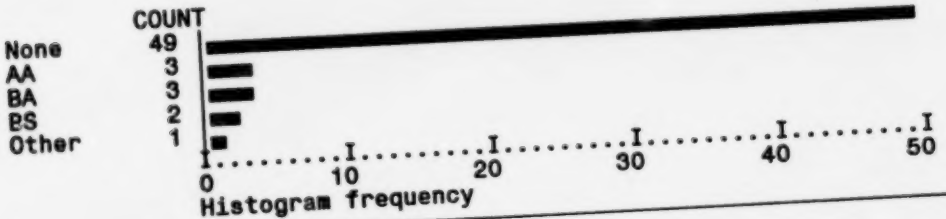
Value Label	Frequency	Percent	Cumulative Percent
21-30	1	1.9	1.9
31-40	3	5.8	7.7
41-50	0	0.0	7.7
51-60	15	28.8	36.5
61-70	11	21.2	57.7
71-80	8	15.4	73.1
81-90	4	7.7	80.8
91-100	3	5.8	86.5
101-110	4	7.7	94.2
111-120	0	0.0	94.2
121-130	1	1.9	96.2
131-140	0	0.0	96.2
141-150	0	0.0	96.2
151-160	1	1.9	98.1
161-170	1	1.9	100.0
Total	52	100.0	
Missing	7	11.9	
Total	59		



Mean=73.9 Std Dev=26.13 Min=28 Median=67 Max=162

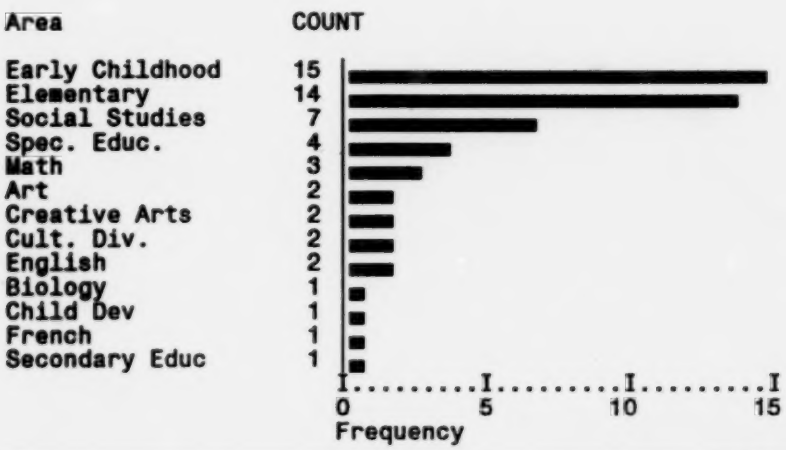
Highest Degree Held

	Frequency	Percent	Valid Percent
None	49	83.1	84.5
AA	3	5.1	5.2
BA	3	5.1	5.2
BS	2	3.4	3.4
Other	1	1.7	1.7
Missing	1	1.7	
	59	100.0	100.0



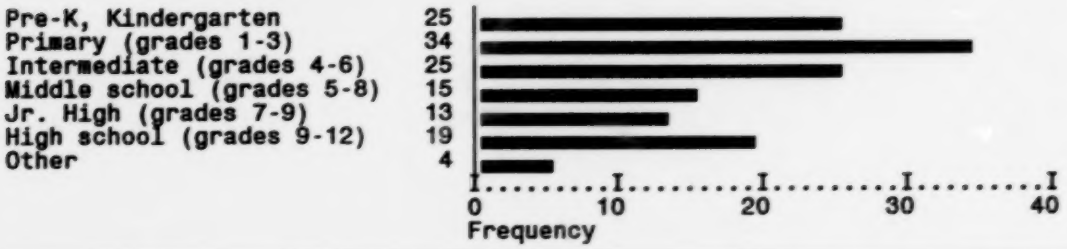
Principal Area of Concentration

Area	Frequency	Percent
Early Childhood	15	27.3
Elementary	14	25.4
Social Studies	7	12.7
Spec. Educ.	4	7.3
Math	3	5.4
Art	2	3.6
Creative Arts	2	3.6
Cult. Div.	2	3.6
English	2	3.6
Biology	1	1.8
Child Dev	1	1.8
French	1	1.8
Secondary Educ	1	1.8
Total	55	100.0
Missing	4	6.8
Total	59	



Preparation Level

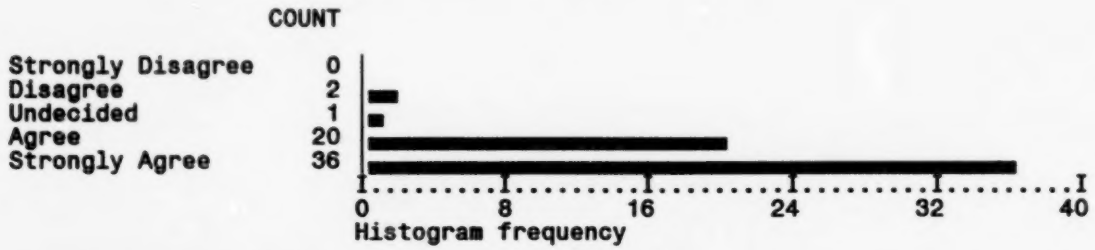
Level	Frequency	Percent
Pre-K, Kindergarten	25	42.4
Primary (grades 1-3)	34	57.6
Intermediate (grades 4-6)	25	42.4
Middle school (grades 5-8)	15	25.4
Jr. High (grades 7-9)	13	22.0
High school (grades 9-12)	19	32.2
Other	4	6.8
Total	59	



Scaled Items

1. Field experiences have been particularly valuable to me this semester.

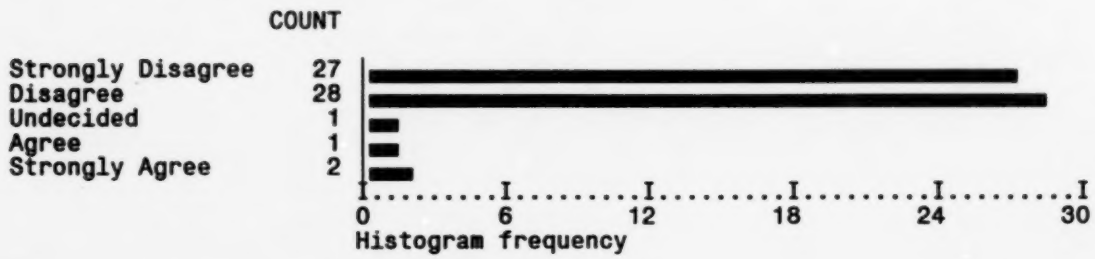
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0.0	0.0	0.0
Disagree	2	3.4	3.4	3.4
Undecided	1	1.7	1.7	5.1
Agree	20	33.9	33.9	39.0
Strongly Agree	36	61.0	61.0	100.0
Total	59	100.0	100.0	



Median = Strongly Agree Mode = Strongly Agree

2. I have had especially unrewarding experiences in my field experiences this semester.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	27	45.8	45.8	45.8
Disagree	28	47.5	47.5	93.2
Undecided	1	1.7	1.7	94.9
Agree	1	1.7	1.7	96.6
Strongly Agree	2	3.4	3.4	100.0
Total	59	100.0	100.0	



Median = Disagree Mode = Disagree

Together, the first two items present a consensus in support of the value of field experiences in Phase I.

As had their predecessors in Cycle C, Phase I students placed a high value on several aspects of their experiences in CTL's. A large majority characterized opportunities to observe pupils and teachers in natural classroom settings as an indispensable part of their training. Behaviors most frequently observed were instructional methods and styles, classroom management, students' learning styles, and informal social interaction.

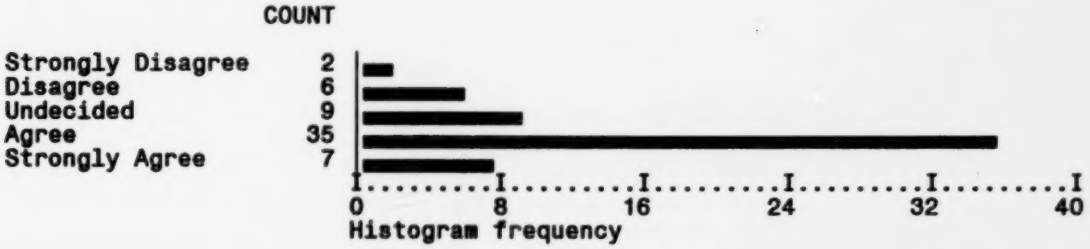
Closely related to classroom observations were two other activities in which CTL mentor teachers played central roles. Many respondents wrote that informal conferences with mentors, in which a broad range of professional and personal topics were discussed, had been especially valuable to them. Several also cited the teaching of minilessons and other direct interventions with pupils as exciting and inspirational learning experiences. As one respondent reported, "I enjoyed the experience of teaching a lesson; it gave me an idea of what being a teacher will be like." Another wrote, "When I was put to work in doing activities with the children, I felt as though I was contributing to the class." Several offered comments like this: "All visits to school [were] valuable; [we] need more of them."

Only two respondents indicated less-than-satisfactory experiences in CTL's on the first scale, and only three on Item 2. Unrewarding experiences noted in the open-ended responses typically involved uneasiness with a particular teacher's style or personality, or significant divergence between the Phase student's educational philosophy and the climate of learning observed in a particular school or classroom. Still, even these encounters, though inherently unpleasant, seemed valuable to some. "The realities of teaching hit me in the face," wrote one student, adding, "Can't be avoided."

A few students reported a distracting circumstance related to CTL visits, but not inherent in the activities themselves. Blocking Phase classes on Thursdays and Fridays created schedule conflicts with other courses for some, and slanted experiences in the schools in a way which others interpreted as unrepresentative, resulting in observations which failed to reflect characteristic rhythms of classroom life across the span of a week. "Don't put all such experiences on Thursday and Friday" was one respondent's recommendation for improving the effectiveness of Phase I.

3. **On-campus education coursework has been particularly valuable to me this semester.**

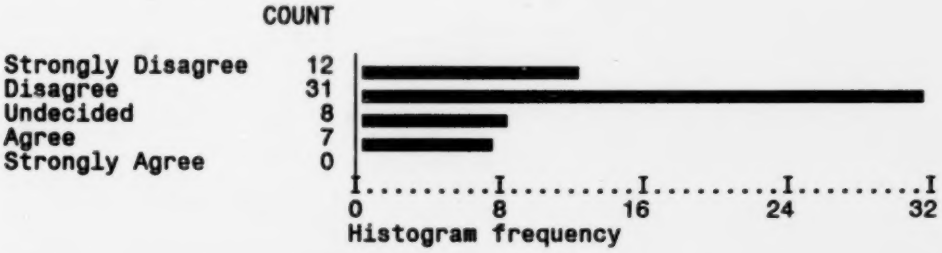
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.4	3.4	3.4
Disagree	6	10.2	10.2	13.6
Undecided	9	15.3	15.3	28.8
Agree	35	59.3	59.3	88.1
Strongly Agree	7	11.9	11.9	100.0
Total	59	100.0	100.0	



Median = Agree Mode = Agree

4. **I have had especially unrewarding experiences in the campus-based component of my program this semester.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	20.3	20.7	20.7
Disagree	31	52.5	53.4	74.1
Undecided	8	13.6	13.8	87.9
Agree	7	11.9	12.1	100.0
Strongly Agree	0	0.0	0.0	100.0
Missing	1	1.7		
Total	59	100.0	100.0	



Median = Disagree Mode = Disagree

Phase I students have expressed a high level of satisfaction with on-campus activities in their cohorts. Cycle D registered even higher approval ratings on items 3 and 4 than Cycle C had in the fall, though nothing like the strong consensus registered in support of CTL work emerged in either group. It is worth noting that only 2 students strongly disagreed that on-campus work had been particularly valuable to them this spring (item 3), while not a single respondent indicated strong agreement that they had undergone especially unrewarding experiences in the campus-based component of their studies (item 4).

Students found much to praise in their first semester of work in the campus-based component of the Phase program. A broad pattern of gratitude for the work of cohort leaders emerged in the written comments. Among activities mentioned as valuable were papers, lectures, and class discussions, which appear to have helped students personalize some of the more abstract lessons, and situate particular observations in appropriate theoretical contexts. "I like the smaller cohort groups," observed one. Another explained, "Writing the papers was good. It helps to make the information more meaningful to you." "I've enjoyed class," was still another student's global assessment of the experience.

Several respondents believed that too much emphasis was placed on writing as a means of giving evidence of the achievement of objectives. "I think that typing up notes for an outcome is busy work," wrote one. Another, who expressly approved of writing papers, observed that "[s]ometimes it seems that there is a lot of busy work, not just in Phase but all education curriculum courses." "I think the workload is a lot," reported one, who went on to suggest that "students would be a little more positive if there wasn't as much work." Another respondent believed that on-campus projects would be more coherent and seem less onerous if better guidance were given in developing and presenting them: "I think that portfolios should be a larger part of the campus-based program in preparing them, what needs to be in them, etc."

"The different seminar/lectures were helpful," volunteered another respondent, pinpointing an instructional strategy which brought cohort groups together for coordinated learning activities. A couple of visiting lecturers were singled out for recognition. "When Myron Basom talked to our class, he answered a lot of questions," reported one respondent. Others expressed appreciation for the efforts of Nancy Warren, along these lines: "Having personal advising by Nancy Warren in my Phase I classroom was very helpful."

More than one student felt fairly strongly that their work on campus had failed to rise to the level of effectiveness they had experienced in CTL's. Some argued that course content should be changed to emphasize obviously practical material: "The class should be directed toward more relevant topics--lesson plans, etc.," wrote one student. Related comments contained requests for more work, and more substantial intellectual challenges.

A few respondents, anticipating item 5, suggested that better coordination of CTL activities with on-campus work would enhance the effectiveness of instruction in Phase I. Typical comments ran along these lines: "I think that the mentor teachers, supervising teachers, and other instructors need to be in closer contact with each other to avoid mishaps." Others offered broad condemnations of campus-based activities. "My in-class experience was completely a waste of time," wrote one. "The on-campus class was a waste of time," echoed a classmate in another cohort. Frustration with conventional on-campus training had roots which went beyond Phase I, in some cases. In informal conversations, a pattern of disappointment with the EDCI 1010 prerequisite emerged, represented by the following written comment: "EDCI 1010 class was a complete waste of my time." In general, such expressions of frustration were more likely to come from older, academically more advanced members of the cohorts.

A well-established theme of dissatisfaction with the uncertainty of program design ran through comments from students in all demographic categories. One respondent called for "[a] more thorough introduction to the expectations of this class & Phase program." Several comments designated advising as an area calling for serious attention, and a source of considerable anxiety and resentment: "Personally,

I believe advising is horrible. Through guidance, . . . I have taken six credit hours of no value to my degree or areas in which I was interested."

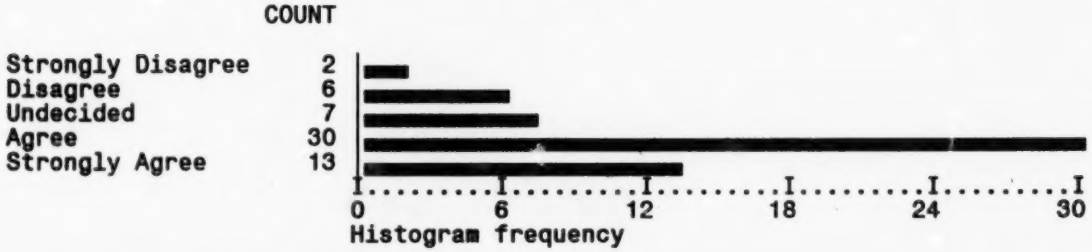
Some commentators perceived a connection between changes being made in program design and the difficulties so widely experienced by students in the area of advising. "I don't like the way that the College of Education is not organized and they try to make you take things that are not needed," complained one respondent. "I wish the Phase program would stop changing," wrote one. "Get the program settled and stick with it!" urged another. "They haven't been able to do this so far." There was a sense that stabilizing program structure would permit a desirable degree of flexibility notably absent to date: "More flexibility in Phase Program [would be a significant improvement], especially when [receiving guidance and advising]."

Scheduling problems arising from the Thursday/Friday blocked hours occasioned a broad pattern of comments. As in the Fall, students in some subject areas experienced serious interference with course selection during a Phase semester. One student commented, "The Phase I class was good, but maybe we should go on MWF (more like a regular class)." "There needs to be some way to fulfill foreign language credits and do Phase at the same time," suggested another. One generally satisfied student identified scheduling as an area offering great potential for program improvement: "I felt there were too many schedule conflicts with personal life, campus activities, and regular courses."

Critical comments received in response to these items were overwhelmingly constructive, though on some sensitive points a clear note of urgency came through. A general review of responses to items 1-4 will reveal an unambiguous endorsement of the effectiveness of Phase I, however, in both its on- and off-campus dimensions.

5. My on-campus work was well coordinated with my experiences in the field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.4	3.4	3.4
Disagree	6	10.2	10.3	13.8
Undecided	7	11.9	12.1	25.9
Agree	30	50.8	51.7	77.6
Strongly Agree	13	22.0	22.4	100.0
	1	1.7		
Total	59	100.0	100.0	



Median = Agree Mode = Agree

Phase I students appeared content with the degree to which their CTL activities are aligned with formal studies on campus. The ratio of students expressing any degree of disagreement with the

assertion in item five fell from 1 in 6 during the fall semester, to fewer than 1 in 7 this spring. The factor of long-distance travel, mentioned as an overall design flaw by several students in Cycle C, was not an issue for students in Cycle D.

Nearly all respondents who offered comments on this item had positive points to make. Many pointed to specific activities which they felt had prepared them to make the most of their visits to classrooms:

"The work we did coordinated well with the field experiences."

"Yes–it was coordinated fine. I learned a lot."

"Yes, we were sent out knowing what to look for."

Some appreciated the value of conventional academic work done on campus to furnish an intellectual foundation for practical observations in schools:

"[Our work on campus] gave us broad ideas on teaching and styles, as well as history."

"The papers we wrote were great. They were short, but useful."

"Papers coordinated w/ field experiences."

"Finding current articles to go with each outcome is helpful & should be done all semester."

Several who expressed general approval of course integration offered constructive suggestions for improvement in areas of special importance to them. "Sometimes coursework is not suited for Art Ed," wrote one student. "Yes, it was fairly well coordinated," wrote another, "but there were some things we talked about that I didn't get to observe." A foreign language major, who had no problems with the alignment of course activities, felt very strongly about the blocking of the class hours, which disrupted study in A&S courses. Representing the issue as a broader problem of coordination of her university program, she suggested that other departments should adjust their course offerings to conform to scheduling in the College of Education: "Foreign language classes should be offered every semester."

A few students reported having had bad experiences arising, in their opinion, from a poor fit between the two components of Phase I. The two extended comments both focus on the desirability of tailoring on-campus work to highlight positive aspects of observations carried out on site:

"We did nothing to prepare for our school visits, and the discussions after [our return] were useless after the first visit. I believe only good programs and ideas should be shared, rather than a whole picture of just certain schools."

"Very little coordination between what occurred in schools and classwork. This is unavoidable because of the different schools & teachers. Possibly just reporting on what was observed each time would be better."

One respondent extended a general criticism focusing on shortcomings in the administrative dimension of the program: "They just need to be more organized with the program," she wrote.

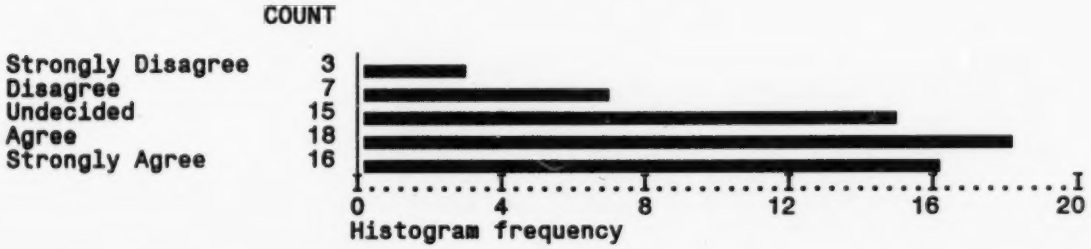
One student reported a general sense of disorientation in field experiences, ascribing it to inadequate preparation on UW's part:

"Some schools weren't prepared for us at all, and there was massive confusion over whether we were supposed to teach a lesson or not."

Although this response was unique in Phase I, Cycle D, it pointed to a problem which was more common in other groups. It would appear that many students, and at least some CTL personnel, feel vulnerable in their encounters in the field. In general, whatever diffidence might stand in the way of rewarding experiences dissipates when at least one participant approaches the activity with a clear sense of purpose. Problems also arise, especially at more advanced levels, when mentors and students approach the same activity with conflicting priorities and values, but this situation appears to be extremely rare in Phase I.

6. The distinctive requirements of the new undergraduate program have made it more difficult to finance my education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	5.1	5.1	5.1
Disagree	7	11.9	11.9	16.9
Undecided	15	25.4	25.4	42.4
Agree	18	30.5	30.5	72.9
Strongly Agree	16	27.1	27.1	100.0
Total	59	100.0	100.0	



Median = Agree Mode = Agree

Ambiguous wording appears to have led some students to interpret this item as a trick question. Obviously, the Phase program is substantially more expensive than the traditional program was. Its costs are distributed across every level of involvement in the training of prospective teachers in Wyoming. The intent of the item was to ascertain whether the resources and support available to students were such that they did not feel they were bearing a disproportionate share of the costs of the new program.

About 1 student in 6 disagreed with the assertion made in this item. Twenty-five percent indicated that they were, as yet, undecided over whether the new program would prove more difficult for them to finance than the old would have been. Fifty-eight percent of respondents in Cycle D expressed the opinion that the Phase program would be more difficult for them to finance than the old program would have been.

Item 13 on Part C of the survey invited student comments addressing the issue in scaled item 6. It read, "Have the distinctive requirements of the new undergraduate program affected your ability to finance your schooling? If you believe they have, please explain, providing any details which you feel are

appropriate." Responses from students who thought the Phase program had made it more difficult for them to pay for a bachelor's degree in education fell into four broad categories.

One group concentrated on the additional expenses they had incurred completing requirements in Phase I. They cited costs of transportation to and from the CTL's to which their cohorts were assigned, costs which, though modest this semester, created difficulties for some:

"Some of us are on extremely tight budgets, and even the small amount of gas money needed to travel to CTL's can cause some problems. This may be hard to understand. However, it's a fact. Some allowances should be made."

"[W]hen we drove to Green River, we had to pay for our own gas, which I had to scrounge & borrow."

A few students apparently found it necessary to pay for overnight lodging on occasion, even during Phase I, and registered their view that such costs were exceptional and, when not discretionary, should not be borne by students alone.

A second theme concerned the difficulty of meeting Phase travel requirements while maintaining desirable, or in some cases indispensable, employment:

"It is very hard to work and be in this Program. Work hours are hard to get!"

"It is hard to work with having a full day or 2 weeks out of Laramie."

"It makes it hard to work, especially since McWhinnie 100 is not very understanding about some jobs."

"With all the traveling, it makes it difficult to keep a job. I have health insurance through work, but I have to work 20 hrs a week. The program isn't sensitive to people with outside of school commitments."

The undercurrent of perceived administrative insensitivity and inflexibility emerging here ran through the two other types of financial difficulty cited most frequently.

Many students for whom the added expenses incurred in Phase I had posed no serious problems expressed apprehension over the prospect of major burdens associated with succeeding Phases:

"I think they will in Phase II and III. I live in the dorms, and they do not work with you at <u>all</u>!"

"Not yet, but Phases with additional time spent out of town could."

"I have to work to pay rent and go to school, and having to be out of town and pay rent here and there will be difficult."

"Yes. Driving back and forth to Cheyenne was costly. And during Phase II it could become more costly."

"No--But keeping an apartment in Laramie and one in Cheyenne [in Phases II and III] will cause financial stress."

A fourth area of concern centered on the additional costs of a five-year baccalaureate program. Among Phase I students, issues associated with lost income owing to delayed entry into the labor market were of minor importance. A few respondents asserted opinions like "I feel that the undergraduate program shouldn't take 5 years to complete," but for the most part, anxiety over the additional year of undergraduate study arose primarily from students' apprehension that scholarships and financial aid would dry up before they were able to complete all the requirements for their degree. Conventional scholarships awarded on the basis of merit typically cover only four years of full-time tuition and fees, or about 80% of the students' institutional costs of the new program. Some recipients of scholarships awarded them as outstanding students by the College of Education pointed out that this financial support would be withdrawn after four years, even though the new program is not designed to be completed in that time.

"It has cost more time and money."

"Since it is a five-yr program, my fifth yr will be hard to finance since my major scholarship is for four years."

"Yes--had a four-year scholarship . . . ."

"Yes--5 years is expensive, and once you are a senior [in the fifth year of the new program], not many scholarships are available."

"Very much so, due to the required five years in this major, and the university's unwillingness to offer a large [number] of scholarships to out-of-state [students]."

"Yes. It's making me pay for at least an extra year."

"The extra year has caused extra expense."

"Not really, other than I'm looking at another year of financing."

"Yes--I have to work, and financial aid has not been enough."

"It will, because [undergraduates are] only allowed so many hours on financial aid."

Trends are difficult to determine on the basis of a single year's observations, but this spring, owing to a lower number of non-traditional students, many concerns prominent in the comments of last fall's groups were absent. It is worth noting that many of those now entering the program, though they recognize that they are undertaking the most expensive undergraduate program of study in the university, cheerfully accept the extra costs as the price of excellence in their training:

"The only problem is that I am on a four-year tuition scholarship, so the extra ½ year will have to come out of my pocket. As a result, I intend to work extra hard and try to finish the program in 4 years. Fortunately, the Program has been very flexible with that decision!"

"Yes, just the extra year and that extra money. But it is a worthwhile program."

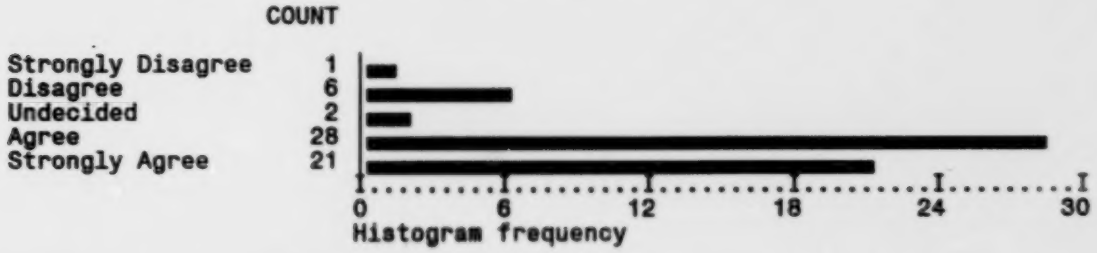
"Yes. 5 years is an extra year of tuition, housing, and material. (However, I believe this is a good program, and I am making adjustments.)

Perhaps the Phase program's distinctive features will result in a more homogeneous student body characterized by youth and ready access to financial resources. If so, many of the demands which summoned passionate expressions of resentment, especially among non-traditional students, in earlier

cycles will probably create less tension and anxiety in future cohorts. Nevertheless, even comparatively well-heeled traditional students might appreciate clear answers to questions like, "If the College of Education has implemented an undergraduate program which takes five years to complete, why are they offering me a four-year scholarship as an incentive to stay in Wyoming for my teacher training?" At a time when applications to the college appear to be falling off more rapidly than those to other colleges in the university, success in recruitment might depend to some extent on persuasive responses to such concerns.

7. **I have been given a clear idea of the expected outcomes of my coursework this semester.**

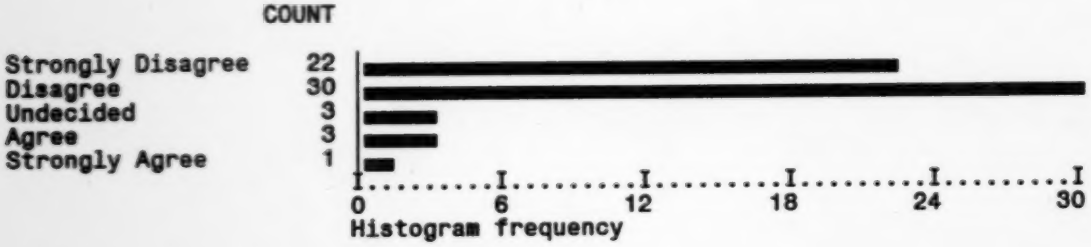
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.7	1.7	1.7
Disagree	6	10.2	10.3	12.1
Undecided	2	3.4	3.4	15.5
Agree	28	47.5	48.3	63.8
Strongly Agree	21	35.6	36.2	100.0
Missing	1	1.7		
Total	59	100.0	100.0	



Median = Agree Mode = Agree

8. Outcomes for this course were unclear to me.

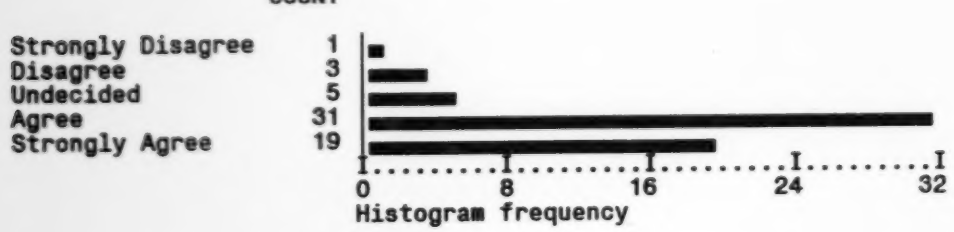
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	37.3	37.3	37.3
Disagree	30	50.8	50.8	88.1
Undecided	3	5.1	5.1	93.2
Agree	3	5.1	5.1	98.3
Strongly Agree	1	1.7	1.7	100.0
Total	59	100.0	100.0	



Median = Disagree Mode = Disagree

9. Classwork and learning activities have helped me to meet the outcomes of this course at a level of achievement acceptable to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.7	1.7	1.7
Disagree	3	5.1	5.1	6.8
Undecided	5	8.5	8.5	15.3
Agree	31	52.5	52.5	67.8
Strongly Agree	19	32.2	32.2	100.0
Total	59	100.0	100.0	



Median = Agree Mode = Agree

Outcomes for Phase I were clear to 7 students out of 8, at least among respondents to the Cycle D survey. In response to the corresponding open-ended item, which invited attention to any outcomes which the respondent had found unclear, most comments focused on problems rather than on the positive

experiences they had had. One respondent, however, made note of an instructional technique which she had found especially helpful:

> "I felt the outcomes were fair. One thing [our cohort leader] did was have us bring in articles from newspapers or journals, which helped me relate the outcomes to their relevance in the 'real' world."

Another made a distinction between the clarity of the outcomes and their adequacy as goals of instruction in Phase I:

> "They were clear. I don't think they were difficult to achieve. I realize this course is here to fulfill state requirements that we cover certain categories. However, I felt class time could have been better utilized to delve into topics in greater detail."

One student felt that although the outcomes had been made clear in his cohort, not all had received adequate attention:

> "I was given a clear idea of the expected outcomes, but the two major ones (lesson, portfolio) were not mentioned after the first day of class."

To the same effect, another student wrote, "NO. Portfolio--any or all info. would have helped tremendously."

Problems tended to cluster around practical questions of how to meet clearly-presented outcomes, and what point would be served by doing so. One respondent specified particular points of difficulty:

> "[Outcomes were] Not really [clear]. 'Professional language'--what was the purpose? Never discussed, merely assigned.
> "Learning Theories--not unclear--but more time needed on this topic.
> "Learning Styles--same.
> "School District Policies--didn't seem relevant at this level to outline specific school's handbook."

Another presented similar problems in general terms:

> "Information was unclear on how to structure outcomes and what should be included. Need a more specific format."

Cohort leaders should be aware that not all students would welcome strict, specific guidelines, however:

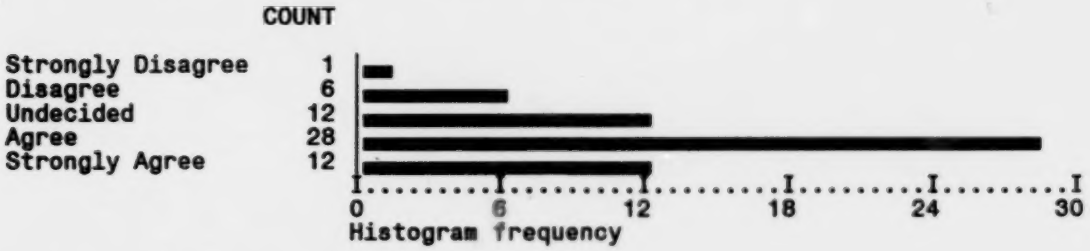
> "We were given an idea, but not an idea of how to fulfill the outcome. This isn't necessarily bad; it gives us freedom to choose."

In other cycles, at other levels of study, students expressed concern over a perceived inconsistency in instruction and evaluation from cohort to cohort within Phases. This concern seems to have been absent in Cycle D. A broader concern, that of the alignment and articulation of outcomes beyond specific classes, at the program level, surfaced here, as it had elsewhere:

> "No. The advisors are not even sure what should be taken. The advisors need to know what is going on."

10. My achievement has been well-monitored and evaluated by <u>on-campus</u> instructors.

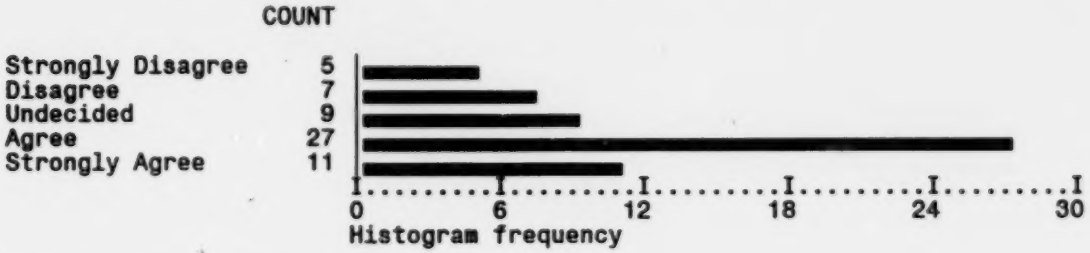
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.7	1.7	1.7
Disagree	6	10.2	10.2	11.9
Undecided	12	20.3	20.3	32.2
Agree	28	47.5	47.5	79.7
Strongly Agree	12	20.3	20.3	100.0
Total	59	100.0	100.0	



Median = Agree Mode = Agree

11. My achievement has been well-monitored and evaluated by my mentor teachers in the field.

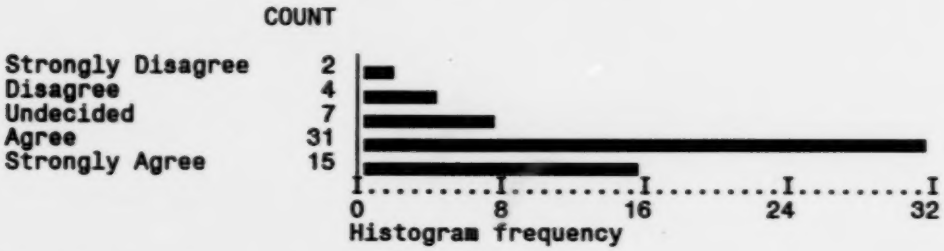
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	8.5	8.5	8.5
Disagree	7	11.9	11.9	20.3
Undecided	9	15.3	15.3	35.6
Agree	27	45.8	45.8	81.4
Strongly Agree	11	18.6	18.6	100.0
Total	59	100.0	100.0	



Median = Agree Mode = Agree

12. Assessments of my work I have received have been useful to me in keeping my work efficiently on target.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.4	3.4	3.4
Disagree	4	6.8	6.8	10.2
Undecided	7	11.9	11.9	22.0
Agree	31	52.5	52.5	74.6
Strongly Agree	15	25.4	25.4	100.0
Total	59	100.0	100.0	



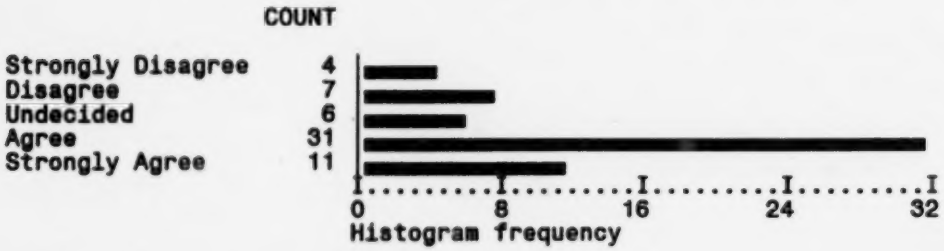
Median = Agree Mode = Agree

More than two-thirds of Phase I students surveyed this spring believed that their cohort leaders had done a good job of monitoring and evaluating their achievement in the course, an approval rate slightly higher than that given to CTL mentor teachers. Nearly four-fifths felt that the assessments they had received had been useful to them in their efforts to keep their work efficiently on target.

In written comments, no one complained that standards were too high; several students reported that they felt "grading was too easy." Respondents were grateful for comments and feedback received on their written work, and many expressed a wish that they had received even more such focused instruction. In the context of remarks made elsewhere in the spring survey, it would appear that the widespread student desire for greater intellectual challenges in their teacher training, emphatically expressed in the fall survey, persists, though not at the same degree of urgency.

13. The development of a professional portfolio has been a constructive dimension of my work in the program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	6.8	6.8	6.8
Disagree	7	11.9	11.9	18.6
Undecided	6	10.2	10.2	28.8
Agree	31	52.5	52.5	81.4
Strongly Agree	11	18.6	18.6	100.0
Total	59	100.0	100.0	



Median = Agree Mode = Agree

Results on the scaled item suggest that students in Cycle D considered portfolio development a valuable activity, though they may not have been quite as enthusiastic about it as their predecessors in Cycle C. Just over 70% of respondents agreed with the statement to a greater or lesser extent, compared with nearly 74% last fall. In contrast to comments collected in December, only one comment exceeded three lines in transcription and its content was mildly negative:

> "I'm not sure how the outcomes contribute to your portfolio and getting a job. Development needs to be worked on. What would be effective in a portfolio?"

While it was not uncommon for last fall's students to attack the very idea of assembling a public school teacher's portfolio, such remarks were entirely absent this spring. Negative comments dealt only with respondents' apprehension that their efforts to prepare professional portfolios were not receiving the necessary guidance and support from university faculty:

> "I have had no help with the development of my portfolio and am clueless as to what should go in it."

> "We haven't been given a clear definition of what a portfolio is. I'm still confused!"

> "Confusion. What exactly is it supposed to be, do?"

> "It hasn't [been a constructive dimension of my training]. I would not show any of these papers to prospective employers."

One student reported, "I think portfolios are simply busy paper work." Ironically, an exercise intended to have authentic value to students and to provide valid evidence for evaluating meaningful

outcomes of classroom learning is perceived by significant numbers of Phase trainees as nothing more than a form of currency to be applied toward the acquisition of college credits.

Positive responses outnumbered negative ones by about 3 to 2. Although the enthusiasm of some earlier students was missing, it is clear that many members of Cycle D had formed very accurate ideas about the structure and purposes of professional portfolios by the time they had completed Phase I:

"It let me have a lot of information on the different aspects of teaching."

"It has helped give me an overview of what my goals should be."

"It let me know what it takes to become a good teacher and will probably help me get a job."

"Gives me a more confident feeling about my career choice and getting a job."

"It has allowed me to begin to compile information for future use."

"A focused look on where I'm going and where I've been."

"Learning how to make a professional-looking portfolio was helpful."

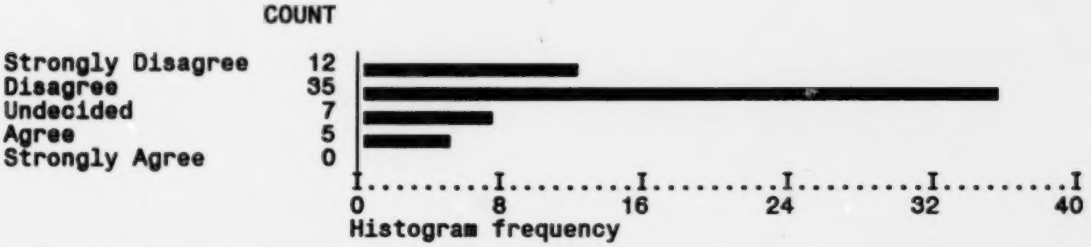
"Résumé development."

"It allows me to prepare for job interviews and get an idea of what people are looking for."

A majority of respondents this semester would understand and endorse one classmate's concise statement: "[Portfolio development] is good for our future job interviews and present education." The persistence of a substantial minority who would not be able to do so, however, suggests the desirability of further curriculum development efforts in this area.

14. The workload of this course has been excessive considering the number of credit hours.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	20.3	20.3	20.3
Disagree	35	59.3	59.3	79.7
Undecided	7	11.9	11.9	91.5
Agree	5	8.5	8.5	100.0
Strongly Agree	0	0.0	0.0	100.0
Total	59	100.0	100.0	



Median = Disagree Mode = Disagree

Not a single student strongly agreed with this statement; only 5 agreed to any extent. The related open-ended question, which applied the workload question to all education courses taken by respondents, turned up no dissatisfaction with the extent of work assigned in Phase courses. On the contrary, a few students remarked that "it could have been more" and "I didn't feel [the workload] was very challenging for the number of credits." As in the fall, there were objections to the way in which assignments were paced, with major projects stacking up at the end of the semester and causing a problem there, but comments like, "Yes, it was just right!" were more common.

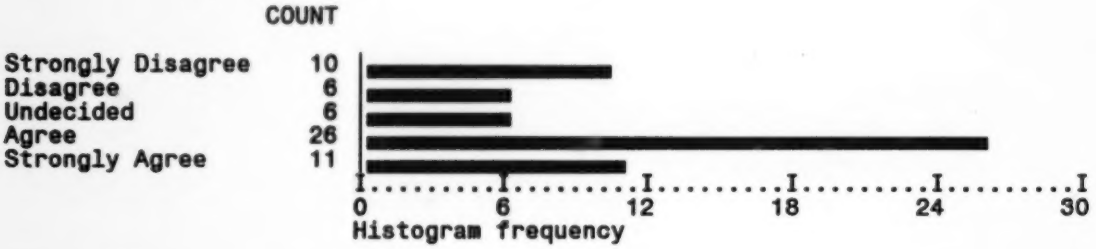
Six students complained that the workload they had encountered in their science and math seminars had left something to be desired. All agreed it had been too heavy for the 1 credit hour awarded; two added that many of the requirements had been "busy work."

Human Life-Span and Development also received unfavorable notices from two students who felt that the course "had a lot of work worth little credit. Busy work!"

On a positive note, here as elsewhere the invidious comparisons among different cohorts which caused significant distress last fall appeared not to have been a problem for this spring's cohorts.

15. I have experienced schedule conflicts between my teacher education courses and required work in my content area(s) outside the College of Education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	16.9	16.9	16.9
Disagree	6	10.2	10.2	27.1
Undecided	6	10.2	10.2	37.3
Agree	26	44.1	44.1	81.4
Strongly Agree	11	18.6	18.6	100.0
Total	59	100.0,	100.0	



Median = Agree Mode = Agree

Only about a quarter of the respondents disagreed with this assertion in any degree, while nearly two-thirds agreed or strongly agreed with it. Even in Phase I, schedule conflicts with content-area courses were perceived as a major problem.

Comments added nothing to the general picture of the situation given last fall. Representative responses are reproduced below.

"I could take no MWF courses or TR afternoon courses this semester that are only offered in the spring."

"My art classes don't fit with Phase II or Phase I Fridays."

"Yes. Foreign language is difficult if not taken freshman year."

"Yes. It is impossible for foreign language soon-to-be teachers to schedule any foreign language classes because of the Phase program."

"**Yes!** Since I am a dual major, it is especially hard. I was counseled by McWhinnie 100 not to take science courses my freshman [year]. It has screwed my whole schedule up. Very frustrating"

"Yes–w/ my minor."

"Because I am accelerating, I have problems getting courses that are not offered during the summer."

"I will for Phase II."

"Yes. Phase II will be even more difficult to schedule classes. There are not many blocked courses I need."

"ABSOLUTELY!!!!! The blocked classes are a considerable hardship for me. I can't fit my language classes in."

Other comments were directed toward contextual problems related to the college's reluctance to adjust its scheduling practices to university norms:

"It is impossible for anyone to transfer into the College of Education without being terribly behind."

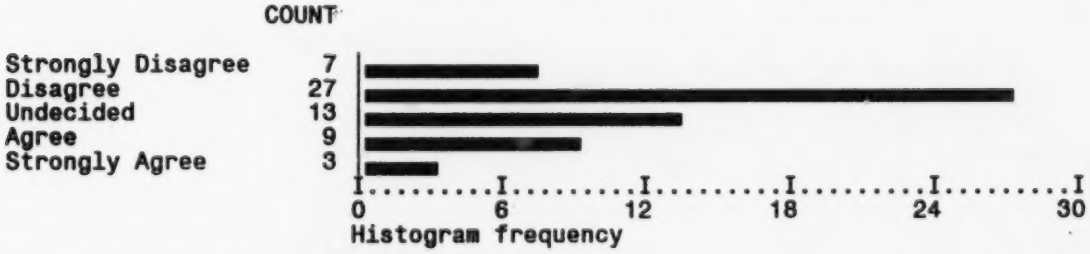
The many problems faced by transfer and second-degree or certification-only students may deserve more consideration than they have been given to date. Although the number of such students in the program appears to have fallen off slightly this spring–perhaps an encouraging sign–the percentage of students in Phase I of Cycle D remained the same as that in Cycle C, at just over 60%.

"No–but I experienced conflicts with classes that were of general interest to me. The College of Ed was very helpful in this situation. (The other college wasn't!! [smiley face])

At present, undergraduate education majors must turn to other colleges in pursuit of a liberal education and, in many cases, to receive instruction they need in fulfillment of content-area requirements for licensure. This situation is unlikely to change in the foreseeable future. Under the circumstances, the college might review the advantages of designing schedules of instruction calculated to meet its students' needs within an institutional context where changes can be implemented effectively only over extended periods of time.

16. Commitments to coursework have conflicted with co- or extracurricular activities which I regard as essential components of my education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	11.9	11.9	11.9
Disagree	27	45.8	45.8	57.6
Undecided	13	22.0	22.0	79.7
Agree	9	15.3	15.3	94.9
Strongly Agree	3	5.1	5.1	100.0
Total	59	100.0	100.0	



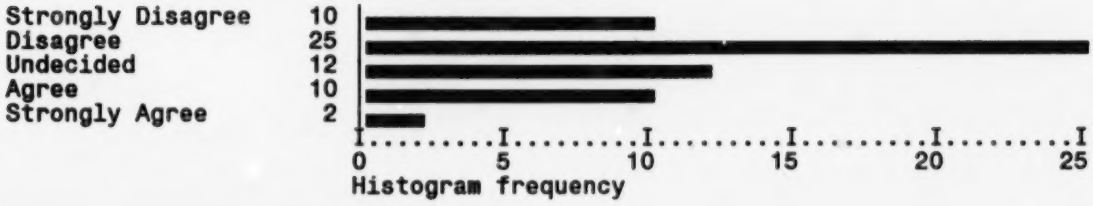
Median = Disagree Mode = Disagree

Well over half of Cycle D's Phase I students reported having experienced no significant conflict between their teacher training and their pursuit of a well-rounded education. Some of these commented that they had avoided such conflicts by heeding the advice of their counselors in the College of Education not to schedule any activities which would conflict with their blocked work in courses. One reported that the conflicts were "[n]ot any more [serious] than my last degree. . . . To be expected."

Only one student cited a specific educational pursuit, active participation in the artistic community, with which Phase I requirements had interfered this spring. All the other respondents who submitted comments specifying schedule conflicts cited their need to work in order to continue their schooling. Either they misinterpreted the question, or they regard their jobs as inherently educational, drawing from them not only material sustenance, but also human experience which they hope will make them better educated persons and more effective teachers.

17. My studies toward this degree or license have interfered with dimensions of personal or social life in ways which might have been avoidable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	16.9	16.9	16.9
Disagree	25	42.4	42.4	59.3
Undecided	12	20.3	20.3	79.7
Agree	10	16.9	16.9	96.6
Strongly Agree	2	3.4	3.4	100.0
Total	59	100.0	100.0	



Median = Disagree Mode = Disagree

Not more than 20% of Phase I students responding to the poll agreed with this assertion to any extent. The bland comments written by this small minority--e.g., "What is a 'social life'?"--contrasted sharply with the more detailed and emotionally-laden comments submitted by students last fall. For students in Cycle D, this area of concern appears to have presented no significant problems during their underclass years.

Additional Comments

Five students submitted additional comments in response to the survey. Those comments are reproduced here in the order in which they were received.

> "Being a transfer student has made this program a setback for me. I am retaking 5 or 6 classes, which is a waste of my time and educational opportunities."

"I think in EDCI 1010 or 1000, the outcomes for Phases I and II should be explained so people may start portfolios and perhaps advance if they meet the standards."

"Please don't change the Phase Program! It is great the way it is! Please keep Phase II the way it is!!"

"Phase II should be left the way it is! Four weeks shows a good picture of how school is--not a week or just a few hours. We need the four weeks."

"I feel that the Phase program should be left the way it is for a period of 3-5 years before any changes are made. It is extremely unfair to change the program with only being in effect for two years [sic]. Who have you talked to who wants it changed? People stuck between the old and the new programs. Please give it some consideration to leave it alone and give it a chance."

In addition to these comments, the survey contained an open-ended item which invited students to report areas of concern they had with the content of their studies in Phase I. The item, and the students' responses, are reproduced below.

10. **Are you aware of areas of professional training which you feel are NOT being addressed in your program? If so, do you have suggestions for remedying the weakness?**

"Have more classes teaching basics in math, grammar, and spelling included."

"I'd like to hear more personal experiences of experienced teachers. More about the realities of teaching and not the idealistic viewpoint."

"None I'm aware of. Ask me later."

"Yes, just the lesson planning (lack of) for Phase I, but that will come later on."

"I think public school law should not be limited to administration students, but open to all education students."

"I feel that all the areas of professional training are weak and that they all should be harder. We don't want teachers who are ignorant!"

"What about if I have a degree already? What could be done about that? I also had substitute [teaching] experiences."

"I think it should be required that <u>all</u> educational majors [sic] should have to take a special Ed class."

"I think we are being given adequate and accurate training."

"<u>NEED</u> instruction on the developing of curriculum <u>and</u> specific lessons/activities. <u>ALSO</u>--how to teach. CLASSROOM MANAGEMENT."

"This program does not address the problems of SBA's. I did not need to take [EDUC] 1010. I already have a degree and did not come back to school because I was not sure I wanted to do this."

"Not at this level."

"I feel that the D.I. course in Special Ed. would be very beneficial to Regular Education teachers. It helps tremendously in learning how to conduct a classroom."

"Mock interviews"

"Some subjects require different methods of teaching, such as a foreign language. Is this going to be addressed?"

"We don't get any instruction on how to teach."

"How to teach properly."

"More methods-type ideas."

Spring, 1994 Phase II

Sparse returns on mail surveys undermined efforts to report representative attitudes and opinions. Since the response rate to the Phase II student survey was so low (23%), one cannot be confident that the demographic characteristics or opinions of this sample are like that of the entire group of 95 students. A better estimate of the demographic characteristics of this group is represented by the Fall, 1993 Phase I survey of this same Cycle C. The results of the Phase II survey are included in Appendix D for completeness.

Although statistical treatment of the results is invalid, student comments in response to open-ended items on Part C of the survey might prove interesting, particularly to cohort leaders whose students will be rising to Phase II in the coming semesters. All comments exceeding perfunctory "Yes/No" answers are reproduced below. The reader should bear in mind that they may not be assumed to be representative of student opinions in general.

In addition, it is worth noting that cohort leaders and the instructors of blocked courses in education scheduled for the second half of the semester to conform with this group's return to campus all agreed that the Phase II students appeared to have been emotionally drained by their intensive experiences in the CTL's. Their condition may help account for the surprisingly low rate of return on the mailed surveys, and may well have been a factor influencing the tone of the responses which were received.

1. **What activities in the schools (CTL's) have you found particularly valuable? Do you have any recommendations for improving them?**

I liked the videotaping of lessons for future reference. I also enjoyed the day-to-day interaction with faculty and students.

Teaching, plain and simple. The CTL doesn't matter much. To get a lot out of Phase II, one must be paired with an enthusiastic mentor teacher.

The help by example, and by teaching us as they teach the class. They tell us of the most important aspects of teaching and help us through all the B.S. that the Phase program puts us through.

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Just being in the classrooms has been very valuable. Having an idea of the management styles before going into the class [might improve our experiences there].

I enjoyed being with the students–they made it worthwhile. I did not appreciate having to be gone so much in Phase II.

The time spent in the classroom was the most valuable part of this Phase. It should be longer and maybe varied in schools and/or grade levels.

The lessons taught have been very helpful in determining if I want to continue with the program. The lesson planning portion needs to be held before our visits; it was worthless having a lesson-planning session at the end.

The time spent at my school was the only valuable experience of my second phase. I learned so much more there than in my class on campus.

The practical teaching experiences. Better coordination is needed.

Being out in the school district and actually learning from the students.

Spending a long period of time in one classroom.

Prolonged contact with the students. Reduce the "required" load and give more practical time. Some of the classes we have to take are worthless!!

The 4 weeks in the CTL's were absolutely invaluable. It would be a mistake to make our time there less. We could even have learned more being there longer.

Actually participating as an instructor rather than just hearing about how to be one.

All activities greatly attributed [sic] to my education

The continuous four weeks of experience was invaluable to see the complete cycle of education take place. I also enjoyed seeing the students compete in extracurricular activities because they could express themselves in different ways than in a classroom.

I found that the month out in the schools was the best. You had to deal with the day-to-day issues. However, the expense for this needs to be worked out another way. The University and the field of education are losing many prospective teachers.

2. **If you have had any especially unrewarding experiences in a CTL, what were they? Could such experiences be avoided in future?**

I did not feel attending the teacher in-service day two years in a row was necessary. Once is quite enough.

"In the CTL"? No. However, being taken away from home for a full month and living in a house with host families is a bitch.

Avoided? Sure. Don't decrease field time, but structure Phase II so the blocks of field time last 2 weeks each. Also, blocked courses are tough on students and teachers. Working in tandem, Phase II could be spread over a full semester, paired with block classes that would be more spread out.

One major one is the workers at the University of Wyoming, whoever they may be, should let the CTL teachers know in advance that we are going to be in their classrooms.

My son (2½) got bronchitis one week when I was in the school. I do not like the inflexibility of not being able to "cut class" when I need to.

Being assigned to a CTL in the first place was difficult. There seems to be very little to no communication between UW and the CTL's.

I went into a room where the teacher did not even know I was coming. On top of that, I was put in a room where the kids were notorious for being bad. Also, they had a student teacher the first semester [marking period?], and they walked all over her. The kids had no respect for her, or me, or even their regular teacher.

A little bit of research before placement could make the difference in the next students' Phase II experience. I should not have been in that class!!

The classroom experiences were great; the classroom assignments, excessive, detracted from our teaching focus in the classroom.

Phase I was somewhat a waste--observing gets really old.

Supplement financially the students who go to CTLs outside of Laramie. This causes financial hardships.

Preparation for our time and lessons there [could] be more organized. Meet with mentor teachers all at once at an earlier date.

Yes. Being placed in a classroom with three other adults and only 13-15 children can be avoided.

Writing papers so much. Many teachers were upset because there were times that we could not concentrate on teaching because we were too worried about our papers. Some of our experiences was lost because we were too overburdened with requirements for this class.

3. **What on-campus activities have you found particularly valuable? Do you have any suggestions for improving them?**

I have found the guest speakers have been particularly interesting this year.

The guest speakers are good.

I felt most of the on-campus activities were not helpful, just time consuming.

Cohort groups sharing their experiences

The seminar in assessment by Audrey Kleinsasser was a good one.

The cohort leader I was assigned to had no idea what s/he was doing! We talked about nothing the first 2 weeks that would help us teach our lessons, and s/he canceled class the last 2 weeks so we could work on our papers.

Discussing various teaching strategies

Contact, contact, contact with the students. If it weren't for some of the "required" educational courses, we could have more class time!

Relating research to experience in our outcome papers.

I found the constant feedback from [my cohort leader] really valuable. I feel the two weeks prior to going to Green River got me really prepared to step into the classroom. I also liked starting all of the papers before we left, so we knew what to look for while in the class.

4. **If you have had any especially unrewarding experiences in the campus-based component of your program, what were they? Can you propose changes which might diminish the likelihood that students would have to go through such experiences in the future?**

I do not think we should be put in groups for the school portrait [writing project]. I feel group work, especially on such extensive projects, should be eliminated.

I think a lot of the material is redundant, and worthless. Teach us the stuff that <u>is</u> important, not the stuff some Jo Blow who has a doctorate degree feels we need to know.

The 2 weeks before and after the actual field experience and the paper writing were of no value to me, only an exercise in frustration.

The communication between the campus and the CTL was terrible. The CTL never knew what was going on with the university. This put us in a hard place. It made us look like we didn't know what was going on. It also made the university look bad. Several teachers at the CTL expressed disbelief at all of the problems caused by lack of communication. A couple said they were probably not going to have any more Phase students in their rooms.

[Personal remarks of an indignant and resentful character, to the effect that the student disliked a UW instructor and holds no respect for the instructor's "professionalism."]

If it hadn't been for Dr. Berube, I probably would not have finished Phase II.

I feel cheated because so many of my friends in other cohort groups have had a rewarding experience, and mine has been so bad. I think all cohort groups should cover the same material and have the same assignments.

Too much classwork that is irrelevant, unrelated to the practical aspects of teaching (e.g., cultural portraits).

Writing the 10-15 page papers; my mentor--awful

Since it is the new Phase program, please review the overlapping teaching it is unnecessary to have some of the "required" ed classes.

Too many repetitive papers. It would be much more valuable and useful in our future to keep a journal that could be more descriptive in our outcomes. Could show more of what we learned--the papers <u>DO NOT</u>!

The only unrewarding experience I have had on campus is the blocked courses because most of that is just busy work not preparing us to be better teachers.

The only bad part about the on-campus program is the vast differences between the faculty. Some require a lot of work, a nice-looking finished portfolio, while others merely wanted to see the papers. No other work was required. Another thing I heard is that some instructors just wanted to give a grade--reading these papers would only be time consuming for them. Our cohort leader commented on papers, parts of our portfolios, and even watched all of our videotapes. This should be to my benefit. But, how can the College of Ed expect us as teachers to be fair when they (the faculty) can't be? Everyone should do the same work for the same degree.

5. **Have you found that your on-campus work was well coordinated with your experiences in the field? If you have suggestions for improving the integration of the new program in your area of study, please offer them.**

I do not feel the assessment paper related to anything I encountered during Phase II.

Please see my reply to #2 above. [i.e., recommendation to schedule Phase II field experiences with blocked content area course, allowing for a distribution of field activities and on-campus block-course studies across an entire semester, featuring two two-week CTL stints rather than one month-long residency.]

NOT AT ALL. Hire some people that are punctual and get things done [sic].

My on-campus work worked well with my experiences in the field.

I feel we need to learn more about lesson plans first, not just go in to the school and have to teach with lesson plans.

No. Field experience is that--experience in the classroom--not writing papers.

The on-campus work was well coordinated. I think there should be some way to meet some of these outcomes besides all of the writing that is required.

I feel my cohort leader does not believe in the Phase program, and therefore did not adequately prepare us for our time in the field. I believe all cohorts should be made aware of what to look for in schools, and instructional strategies should be covered better.

--They were related.

Yes--for the most part.

On-campus work could have been more practical and less doctrinal.

They were not coordinated at all--[due] to the [cohort leader]. Our on-campus time was miserable and worthless.

Make sure you start the papers before going in the field, or you will be too busy to do everything to your best ability.

6. **Do you believe the workload in your education courses has been appropriate for the credit-hours awarded?**

Yes. No one said this would be easy.

They get to be too much with the other courses we need to take.

Yes. Only problem I have faced was that I already had my W1, W2 & W3 requirements met and felt that I shouldn't have had to fulfill them in Phase II.

No. This semester has been my hardest. (Phase II worth 12 credits.) I usually take 15-18 credits a semester, but the Phase program just takes me away from home too long.

No, I don't!! I think there was too much expected of us in Phase II.

As a Phase student, I have taken a number of required courses that counted as W2 courses. I did not need those writing credits, but I had to take the class. By Phase II and III, our writing ability should have been proven. All the writing takes away from our experiences.

No, too much to do and too little time.

No, I feel more hours should be given for as much work as our Phase accomplished.

No–They should be more credit hours.

No. I feel it is ridiculous for us to have to do twice as much work (Phase and W2) in HALF the time.

Giving this greater thought, the workload is appropriate. The only problem I have is the numerous differences between groups.

Yes–except for the way our workload was, as I mentioned earlier. Our papers were worthless and taught us nothing!

No. Credit hours should be increased by 1 or 2 credits, because the workload must be kept the same in order to achieve what we need to.

Their [sic] was far too much writing & research to get done in such a short amount of time. I felt that I was not allowed enough time between driving to Cheyenne everyday [sic] for four weeks and other activities to do my best work!

The Phases, yes. The blocked courses have been more writing than Phase II, with less than half the credit-hours awarded; therefore, for them I would say no.

For the most part, yes. However, the amount of work and the effort put into this was extreme. We were in the schools 40 hrs/week, plus working on papers at night. The formal papers should be done with Phase I, and more informal papers in Phase II, to allow more time to concentrate in the schools.

7. **Have you been given a clear idea of the expected outcomes of your coursework? If any outcomes were unclear to you, which were they? What information would have enabled you to form a clear conception of them?**

Yes. We were provided with rubrics for all of our outcomes.

For the most part, yes. But–Read through the Phase outcomes and tell me that you're NOT confused. They need to be rewritten to maximize clarity.

I was not quite sure what they expected from me in the schools.

?? –Other than gaining actual experience in the classroom, I saw no clear outcomes of this Phase.

The outcomes for the portfolio were unclear. The final portfolio is something I will never use again. What is its purpose?

On the first day of class, the outcomes were passed out, and not another word was said about them for the rest of the semester. They were not even read aloud, so that we could ask questions if we had them.

Yes, generally.

Yes. I was clearly informed, but more description could be given.

Quite clear.

They were O.K.

All were clear

The only outcomes that were unclear were those related to the community portrait. If those could be more specific, I feel a lot less time would be wasted and better portraits could be created.

The whole [list of] outcomes was overwhelming, but once doing them, they became a lot more clear. It is a lot easier when you can see a finished product so that you can see what you are working for.

8. **How has your achievement been monitored and evaluated by instructional personnel? Have the formative assessments you have received been useful to you? Have summary evaluations allowed you to offer fair and accurate representations of your achievement of course objectives? Do you think you have been receiving full credit for your achievements in the program?**

I have had wonderful instructors throughout my Phase experience. They have always been fair, thorough, and concerned regarding my progress.

Yes. No further comment. You must understand that such a question is instructor specific and not an indicator of Phase program success.

Yes to all.

All of my achievements in Phases I & II have been appropriately monitored, and evaluations were fair and accurate.

I feel assessment has been fair & monitoring has been good.

So far, I have received VERY little feedback on my achievement. 1 videotape has been partially evaluated.

I feel that the grading techniques used by Phase II instructors are very inconsistent.

1. Critiques and evaluations from mentor teachers.
   2. Yes 3. Yes 4. No

For some of the people who have been around, it seems like a C.Y.O.A. [cover your own a..]. A lot of folks seem fake. Our mentor teachers and some faculty have been fantastic. If credit is due, it is received.

All I can say is that [our cohort leader] is very unfair, and I pity anyone who has [him/her] as a future teacher--

My achievement was monitored very thoroughly. [Our cohort leader] allowed us to turn our papers in on three separate occasions during the writing process and provided suggestions for improvement every time. So our final products were very good and met the outcomes.

As I said, my cohort leader is very thorough. Others are not. I do not think that I have received enough credit for what I have done in the program. From my cohort leader, yes. From the rest of the college, no. I have bigger portfolios and have put much more work into my portfolios than [members of] other cohorts. Does that mean I'm a better teacher? My leader is very aware of my achievements in the program and is great at complimenting my improvements.

9. **Has the development of portfolios been a constructive dimension of your work in the program?**

The requirements for the portfolios have been very vague, and I'm not at all sure exactly what they are supposed to contain.

It's easier to prove my knowledge of a subject. All I have to do is flip to a category.

Preparation for interviews.

not much:

Nothing. I have done a "working" portfolio because I do not plan on trying to get a job any time soon.

I hope I will have what I need when I go to job interviews. I am collecting a vast amount of resources for when I'm teaching, but don't know if I'll actually use them.

I see the portfolios we put together as utterly useless. It is simply a collection of things I've already been graded on.

I have finished Phase II and still see no use for them. My Phase II cohort leader never even mentioned the portfolio. They have not been adequately explained to me.

In Phase I, the outcomes were correlated very closely with the school experiences that I had. I learned many things (about the outcomes) when on school grounds (on-campus) that I took into my field and experienced, whereas in Phase II, it was very different. I think the papers were a waste of my time. Plus I didn't know or learn anything about the outcomes when on campus, so I couldn't put them into effect. I wrote my papers based on books, and not on experiences, (as it should be).

Nothing! I think they are silly. I have many friends who are teachers, and none of them were asked for portfolios when applying for jobs.

I am not too sure yet what their actual value will be!

Yes, but when are the department and the state going to get on the same sheet of music?

I believe they are worthless until Phase III.

Yes. Portfolios are a key component.

Not very much!

It has shown me my development from knowing not much about teaching in my first lesson to a more thorough understanding after six or seven at the completion of Phase II.

Good. I think it will be valuable when finding a job. Phase II required too much writing [with assignments which often distracted us from our observations in the CTL's]. Phase III, I have heard, is bad, too, with too much involved. Then we really will be wasting valuable time.

10. **Are you aware of areas of professional training which you feel are NOT being addressed in your program? If so, do you have suggestions for remedying the weakness?**

I think methods should have been touched on briefly before we entered the schools. I felt very unprepared at times.

Personally, I feel the most important thing a teacher can do is gain experience. I feel it is impossible to teach someone how to teach. You can possibly make a good teacher better, but it's very hard to teach people who can't teach to teach. So let's us get our focus coursework out of the way; then put us in the classroom, and forget all the other stuff.

Workshops? In-services? –NO

Being a Special Ed. student, I believe students in other concentrations should have more exposure to classes in Special Ed. These students will, no doubt, have Special Ed. students in their classrooms. They need to be given strategies to deal with them.

We need to also focus on disabled students in the mainstream classroom.

There is too much doctrine and not enough practical application. You can only hear about Erikson and the boys so many times!!!

The real-life of things in the CTL's–how to handle situations with families on foster care, Jehovah's Witnesses, etc. Dealing with these personal levels is so important, and we don't learn how to deal with them.

Integrating some Special Education work into Phase.

Curriculum

We need more instruction about discipline and mainstreaming, two areas that are touched upon lightly in Phase I, but while in the class in Phase II, I feel I needed a stronger background and more ideas and information in these areas.

Special Ed is not addressed at all. I'm going to graduate next spring, and I have never had any kind of Special Ed class.

11. **Have you experienced schedule conflicts between your teacher training courses and required work in content area(s) outside the College of Education?**

I was not able to get into one blocked course that I wanted.

Not yet. Not really. The whole question of content work can only be addressed when I see if I run out of time.

Yes. I have one class in my major that I have never had the chance to take. I'm a senior now and have only Phase III left, except for one class. I don't think summer should be required for a degree.

Yes. It really sucks to have to put off coursework so long. Some classes are only offered in Spring or Fall–only–so you have to wait forever to take a class. Then they say you cannot go to Phase III without having it all done?!

Yes, this is a major problem. The ED courses must be compatible with classes in other colleges.

Yes, several, especially in Phase I and some in Phase II.

Some of the education courses are worthless to me as a non-traditional student and an older person. I could use the time for my content. The Education Department is not flexible!

Yes, especially in the background courses. I feel all classes need to be offered every semester.

Yes. Without taking 3 or 4 math courses at a time in several semesters, I would have to be here at least another year. I am also having to take one class in summer school and one by correspondence to finish in the four years my College of Education scholarship covers. Maybe scholarships should be changed to meet your program.

Just in Phase II, due to the blocked work.

12. **Have commitments to coursework conflicted with co- or extracurricular activities which you regard as essential components of your education and/or preparation for teaching (e.g., participation in performing arts or athletics, active membership in student organizations, etc.)?**

Yes–job, especially.

The requirements have pretty much made working out of the question.

Again, these things need to be worked out.

work

Yes! I was not able to work during Phase II, so now I'm having to put in 35 hours a week to make up for the money I lost.

Really nothing that can't be worked around except the senseless meetings!

No--but I was kept in Laramie.

Somewhat conflicts with officer positions in organizations.

13. **Have the distinctive requirements of the new undergraduate program affected your ability to finance your schooling? If you believe they have, please explain, providing any details which you feel are appropriate.**

I have a scholarship that pays for only four (4) years of college. The extra year here is going to impose a tremendous burden on myself and my parents.

Again, I can only let you know this answer in the future.

Yes. We know a lot of the plan is to keep us here an extra year. Why, that's one whole year of extra $ for UW. We are not as stupid as believed to be.

Yes. Mainly because it has entailed me attending school 1 full year extra because of transferring.

Yes. I have been here longer, and because of the inflexibility of the program, I have to add another semester or maybe not graduate. [See Additional Comments below.]

Yes, you have added 2 semesters to the cost--duh!

Yes. The scheduling of Phase courses doesn't seem to allow for transferring students who don't need all of the coursework. The program should offer each Phase each semester, to accommodate these students.

Yes, I already have a B.S. There is no way in hell that it should take me 2 damn years to get my Ed. B.A. Secondly, an M.A. program with certification should be offered.

Yes. It has taken extra money here and there in Phase II. I had to take a month off from work, and it has added an extra year to my education.

Going so far away

Yes. I have a 4-year scholarship, and I don't qualify for other financial aid. I really don't know how I'll pay for the 5th year.

It has added additional hardship but not overall ability. According to my younger classmates, it has hit them harder and their parents harder.

Not that I know of or realize.

Yes. I am in college solely because of scholarship money. I was placed out of Laramie for my practicum experience and have had a financial burden placed on myself and my parents because of it.

Yes. My College of Education Scholarship only covers four years of education, but your program is definitely not only four years. The scholarships should match the program!

No, not yet. I have been fortunate to be placed where I have relatives. Hopefully, that will continue next year. The cost would be very extreme for a college student [who could not rely on relatives for informal support]. You need to keep the costs in consideration and work with the students.

14. **Have your studies toward a degree or license interfered with dimensions of personal or social life in ways which might have been avoided? If so, please explain.**

It's hard to leave your friends and be cast off alone for a month. Without some external support, it's entirely possible to get a bit stir crazy during your time in the CTL.

I have a problem with some of the late afternoon classes (blocked classes) because they interfere with time spent with my husband and children.

Yes. Phase II really affected my family because I was required to be gone so much for one month. Usually, schooling does not interfere with my duties at home because I can study at home, but when I have to be away from the home so much, it makes it bad.

I relocated to Laramie to get my education. I do NOT want to, or see a need to relocate again and again and again during the Phases. Keep us in Laramie, or implement a new program!

Why should one have to travel to get an education? Your degree is awarded at UW, so all experiences should take place in Laramie.

Not really

There have been a lot of classes, meetings, etc., that were worthless and could have been avoided except for the fact that they were required.

Not in my case.

Time spent away from Laramie interferes with personal relationships.

Additional Comments

...[B]ecause of the inflexibility of the new program, I have to add another semester or maybe not graduate. The program is not designed for nontraditional students (specifically those with young children), whereas the old 578 program could accommodate us. I will not be able to take Phase III now until my children are a little older. I wish I could take my methods separately and not have to be gone in the schools.

Don't have time to list problems–I am in too many blocked classes!

Note: Room 100 also contributes to many problems and frustrations with the Phase program. They are very unorganized and treat students unprofessionally. It should only take 1 time to get a question answered, not four or five spread out over three or four weeks!

Spring, 1994 Phase IIIb

As with the Phase II student survey, sparse returns (22%) on mail surveys of Phase IIIb students undermined efforts to report representative attitudes and opinions. No fair demographic characterization of the Phase IIIb students is possible, much less any kind of systematic comparison of their self-assessment of their performances in student teaching with those submitted by WYCET students. Results of this survey are included in Appendix D, for completeness.

Although statistical treatment of responses is impossible, student comments in response to open-ended items on Part II of the survey might prove interesting to some readers. All comments exceeding perfunctory "Yes/No" answers are reproduced below. The reader should bear in mind that they may not be assumed to be representative of student opinions in general.

1. **Strengths of the Teacher Education Program:**

Opportunity to practice what is taught in a real classroom.

Continuity with 1 teacher and school
Small College = closer professional ed / student ed relationships

Getting in the schools so much was nearly invaluable.

Classroom time valuable for practice and getting a feeling for the class, school, and community.

- practicum experience!!
- working with my mentor teacher for 2 years
- working with a cohort and the same professor
- seminars and workshops
- work with different teaching strategies

--time in the schools
--practicing actual techniques

the amount of time within public schools
the professors' support and understanding
wide range of supplies and materials available

2. **Weaknesses of the Teacher Education Program:**

Lack of organization in all 3 Phases (expected to a point)

Our college seems to be very political. When dealing with other colleges, other colleges had a very negative attitude towards the College of Ed. This may be because of the turmoil of the implementation of the Phase program. One college in particular tried to pit one of their own teachers against one of my professors in our college. I don't know what the true basis of their argument was, but my Ed professor, the college, my [outside] class, its professor, and myself were all caught in the middle.

There seems to be a BIG division within our college. Everyone who is a professor, ass't. professor, and grad. assistant needs to receive the same support from the entire faculty. This will

show itself to us, the students. Each professor's dedication and quality should be recognized as making our college and us more politically aware and closer in relationships.

You guys totally screwed us (the first group through the Phase program). I know it's more structured now–but it has cost me an extra semester of school.

Faculty members too self-involved. They weren't there for the students and didn't believe in the program–many of course, not all. Communications between UW faculty and CTL on site were nonexistent, making the students' tasks unreasonable and without meaning.

- Lack of communication during Methods.
- Student teaching seminars need to be around 4 P.M. to give us time to get there from rural schools.

–transportation/expenses to receive more time.
–too many teachers–not collaborating
→ when they're confused, we're confused.

lack of communication with everyone
more skill at developing units of integration
better directions in method courses
cooperation among the teaching faculty would help.

3. **Suggestions for modification of the Teacher Education Program:**

Have students in Phase IIIa go to the first day of class in their school sites to set the ground rules with the mentor teacher. At least make sure time is dedicated to this at the first visitation to cut down on classroom management problems. First semester Phase III should be more like second semester Phase III. Student teachers should have the chance to make their mini-units flow together as much as possible.

See 2 [urging greater professional solidarity]
Lots will be resolved with the entire transition to the Phase program.

Get professors who are competent and devoted.
Students need to have a voice which is listened to.

- more communication between the College of Ed. and the students.
- methods needs to be better organized, with professors who are willing to work together and are flexible.

I believe that Phase IIIc–finishing placement file, portfolio, résumé–should be done in January rather than right before graduation. This would give more time to prepare these things to perfection, rather than rushing through them before job fairs and school's over. Then student teaching could last until graduation.

4. Other suggestions:

The underlying principle of the Phase program is an excellent one. It would be easy to let all the negative and destructive feedback break it. I hope that does not happen.

I was provided the opportunity to read a book titled The Roller Coaster Year: Essays by and for Beginning Teachers, edited by Kevin Ryan. This is an excellent book that I suggest be read by students in the Phase program. It addresses a lot of issues that cannot be explained in lecture and can help expand upon experiences while in the classroom. It is good reading. It costs $20.95. A good investment!

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